

GRADUATE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

1957-1958

CORNELL UNIVERSITY ANNOUNCEMENTS

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FACULTY AND STAFF*

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*As of January 1, 1957.

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Joan S. Dodge, Ph.D., *Research Associate in Hospital Administration (Social Psychology)*

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Eleanor T. Linenthal, Ph.D., *Research Associate in Hospital Administration (Government)*

Fred S. Silander, M.A., *Research Assistant*

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Edla L. Beald, B.S., *Administrative Aide to the Dean*

Harold D. Birckmayer, M.B.A., *Assistant*

Conrad P. Cotter, M.P.A., *Assistant*

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- Edward T. Dickinson, A.B., *Commissioner of Commerce, New York State*
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- Luther Gulick, Ph.D., Litt.D., LL.D., *Administrator, City of New York; President, Institute of Public Administration (on leave)*
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- Edwin L. Crosby, *Director, American Hospital Association*

*As of January 1, 1957.

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for Cancer and Allied Diseases*

THE GRADUATE SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

AIM AND PHILOSOPHY

THE PRINCIPAL purpose of the Cornell Graduate School of Business and Public Administration is to train men and women for professional careers in private business and the public service.

However, the philosophy underlying this training differs in this School from that in other schools of business or schools of business and public administration. Here the teaching of business administration is closely associated with instruction in public administration in an integrated combination. It has been our experience that this combination provides a broader understanding of the processes of management than is possible when either subject is taught completely independently. The public administrator's sympathy with private enterprise is of utmost importance. Likewise the private administrator's understanding of the processes of government, both from a citizen's and a businessman's point of view, is essential.

A second distinctive feature of the program of this School is in part a result of the combination of administrative fields described above. The School is increasingly concerned with those problems of administration which are peculiarly important for all types of enterprises whether they are public, private, educational, or military. This has focused our attention upon what may be called "the administrative process." As it is possible to isolate the problems which are faced by administrators in a great many different kinds of organizations, one comes to grips with one of the most fundamental facts of organization and administration with which our increasingly complex society is faced.

The School has also built its program upon another basic principle. Much instruction in business and public administration in this country is principally concerned with the training of administrative generalists. We feel that this type of training needs substantial supplementing, for it is clear that the ranks of management in both government and business include a very large number of men and women who were originally trained as lawyers, educators, scientists, engineers, or as professional people in any one of a great many fields. This has prompted us to offer our work in administration as supplementary instruction

for those whose primary training may be in any one of the technical and professional fields. For this reason, the School has developed a series of combined programs with, among others, the Colleges of Agriculture, Engineering, Architecture, and Law to the end that management training will be available to persons with an original interest in these and other specialized fields. The combined program with the College of Agriculture and the extensive use of specialized work in Regional Planning (given in the College of Architecture) in the City Management concentration illustrate these possibilities.

Nor are the opportunities for study in Cornell schools other than the Graduate School of Business and Public Administration limited solely to those with technical and professional undergraduate training. It is a policy of the School, as an integral part of a large university, rich in cultural, scientific, and technical centers of training and research, to encourage students to take all possible advantage of the wide and flexible opportunities for selective study in other areas of the University in which the prospective student of administration has a particular interest.

In a more detailed sense, our purpose is to develop (1) the student's knowledge of the problems and operating methods of business and government; (2) his knowledge of the sources of information upon which sound decisions must be based and his skill in the use of the techniques for assembling and interpreting such information; (3) his capacity and his own confidence in his capacity for making sound decisions in association with other persons; and (4) his sense of professional responsibility for the social consequences of his actions.

Because of the graduate character of the student body, developed under an intentionally limited enrollment policy, the School affords an intimate association of Faculty and students and provides unusual opportunity for the development of a student's intellectual competence, his sense of responsibility, and his qualities of leadership.

THE FACULTY

The heart of any educational institution lies in its Faculty and in Faculty-student relationships. Members of the Faculty have been selected for their ability to teach, their capacity to supervise and conduct administrative research, and their theoretical training and actual experience in business and public administration. Their continuing association with business organizations and public agencies serves to underline the relevance of the curriculum to the realities of the administrative world.

The Faculty is composed primarily of a core of full-time members on the staff of the School. However, a number of Faculty members of other Cornell colleges and schools are associated with this School in various cooperative programs. The efforts of these full-time Faculty members

are further supported by lecturers who give part-time instruction and by a large number of guest lecturers in specialized fields who contribute to seminar sessions and class discussions.

In particular, the establishment of an annual series of "Lectures in Administration" has been aimed at presenting different aspects of large-scale administration in business, government, and other fields to students, faculty, and members of the community. The first series, given in 1953-1954, included such leaders from the business world as Victor Emanuel, President, Avco Manufacturing Corporation; Eugene Holman, President, Standard Oil Company of New Jersey; and Edward T. McCormick, President, American Stock Exchange; together with such representatives of the governmental and other realms as Robert Moses, Chairman, New York State Power Authority; Dr. Hubertus J. van Mook, Director of the Public Administration Division, United Nations Technical Assistance Administration and former Governor General of the Dutch East Indies; Charles P. Taft, Chairman of the Ethics and Economics of Society Study Committee of the Federal Council of Churches; John J. Corson, Director of the Washington office of McKinsey and Company and former Director of the United States Employment Service and Deputy Director of UNRRA; and Ralph J. Bunche, Under Secretary General, the United Nations.

The 1954-1955 series of "Lectures in Administration" included Otto L. Nelson, Jr., retired Army major general and now Vice President in charge of housing for the New York Life Insurance Company; Arthur F. Burns, Chairman, President's Council of Economic Advisers; James P. Mitchell, Secretary of Labor; P. M. Shoemaker, President, Delaware, Lackawanna and Western Railroad Company and Chairman, Transportation Committee, Hoover Commission on Organization of the Executive Branch of the Government; and Luther Gulick, Administrator, New York City.

Guest lecturers in the 1955-56 series included Louis W. Dawson, President, The Mutual Life Insurance Company of New York; Peter F. Drucker of the Graduate School of Business Administration, New York University; Jackson Martindell, President, American Institute of Management; John D. Millett, President, Miami University; Talcott Parsons, Chairman, Department of Social Relations, Harvard University; and Robert E. Sessions, Partner, Alderson and Sessions.

Other representatives of business and government who have taken part in class and seminar discussions in the recent past are Carl H. Chatters, former Executive Director of the American Municipal Association; Sterling W. Mudge, Supervisor of Training, Socony-Vacuum Oil Company; Harry A. Bullis, Chairman of the Board, General Mills, Inc.; E. A. Pettersen, Vice President, A. C. Nielsen Company; H. F. Vickers, President, the Sperry Corporation; Robert C. Trundle, President, the Trundle Engineering Company; Dr. Ellis Johnson, Director, Opera-

tions Research Office, Johns Hopkins University; D. J. Prouty, Assistant Vice President in charge of public relations, Scott Paper Company; B. E. Estes, Director of Commercial Research, United States Steel Corporation; Ben S. Graham, Director of Methods Research, The Standard Register Company; Roger W. Jones, Assistant Director for Legislative Reference, U.S. Bureau of the Budget; Thomas M. McDade, Controller, General Foods Corporation; A. G. Becker, President, A. G. Becker Company; W. T. Brady, President, Corn Products Refining Company; Howard Wortham, President, Trainer, Wortham and Company; John L. McCaffrey, President, International Harvester Company; and John P. Syme, Vice President, Johns-Manville Corporation.

In addition, the student is encouraged to broaden his understanding through participation in the great variety of courses relating to the study of administration which are offered by Faculty members of the other schools and colleges of Cornell University.

The limited number of students and the Faculty-student ratio allow, except in the case of a few of the required core courses, relatively small classes as well as careful Faculty attention to the special problems of individual students. Even in the few large core courses, special sections are normally arranged to facilitate class discussion and case analysis.

SLOAN INSTITUTE OF HOSPITAL ADMINISTRATION

In recognition of the hospital's expanding role in the modern community and of its complex management problems, The Alfred P. Sloan Foundation, Inc., with a basic grant of \$750,000 in the summer of 1955, made possible the establishment within the academic framework of this School of a new experimental program in hospital administration, designed to provide a calculated balance between an administrative and management emphasis on the one hand and health program considerations on the other.

The formation of the Sloan Institute of Hospital Administration represents not only the development of a special research program to implement the experimental design of the Institute, but also of an appropriate teaching program complementing the other academic programs of this School. Immediate responsibility for the program rests with its full-time Director, drawing, in turn, upon the resources of a distinguished advisory committee and an interdisciplinary Faculty not only from this School but also from other Cornell units, particularly the School of Hotel Administration, the School of Industrial and Labor Relations, the Medical College, and the School of Nutrition.

RESEARCH PROGRAM. . . The characteristics of the hospital present peculiarly difficult problems for the application of otherwise sound administrative practices and present novel problems for which other

fields of administration often have no counterparts and for which there are few known solutions. An extensive research and publications program has been inaugurated to assist the teaching program in both its resident degree and executive development aspects.

DEGREE PROGRAM. . . The resident degree program leads to the degree either of Master of Business Administration or Master of Public Administration. It contemplates a two-year program in residence at Ithaca, including short periods of field training, and is supported by a substantial fellowship and financial aid program. For further information concerning the degree program, see the "Hospital Administration" heading in the section on "Concentrations" later in this Announcement. For financial awards, see the "Financial Aids" discussion in the section on "Student and Alumni Services." Admission to the program is obtained through the regular admission procedures outlined in the section on "Entrance Procedures."

EXECUTIVE DEVELOPMENT PROGRAM. . . The above two programs are further designed to provide supplementary materials and experience for the enrichment of an extensive executive development and special institute program. Because of the comparatively limited resources of most hospitals, the University executive development program is even more of a necessity than is ordinarily the case.

FURTHER INFORMATION. . . For further information concerning any aspect of the program outlined above, write to the Director, Sloan Institute of Hospital Administration, McGraw Hall, in care of this School.

METHODS OF INSTRUCTION

Recognizing the problem of bringing reality into the classroom, the School places a distinct emphasis on the *case method* of instruction. The development of general rules and principles is also a major concern of the School, but, whenever possible, students are introduced to the intricacies of administrative action by requiring them to analyze and develop a course of responsible action toward real-life situations.

The School does not presume that its students will be immediately qualified to become top administrators. However, this kind of training should shorten the student's apprenticeship and substantially increase his comprehension of all types of administrative and managerial activity.

FACILITIES

The School is housed in the north wing of McGraw Hall on Cornell's lower campus, overlooking Cayuga Lake in the celebrated Finger Lakes region of New York. With but few exceptions, classes are held in McGraw Hall, which also contains the administrative offices of the School, the Sloan Institute of Hospital Administration, the Business and Public

Administration Library, Faculty offices, a student and faculty lounge and snack bar, and the B. & P. A. Student Association offices. This physical unity in all activities of the School fosters, in turn, that close association among students and Faculty which is so desirable in graduate academic and professional training.

However, the many students who may wish to avail themselves of work in the other parts of the University, in individual courses or combined programs, can expect to have at their disposal the combined resources and facilities of a major educational and research institution.

In addition to the primarily academic facilities of McGraw Hall and the University in general, the University has placed largely at the disposal of this School the graduate living facilities of Boldt Hall and Boldt Tower, modern residential halls within a block of McGraw Hall. A considerable number of the School's single male students occupy these residential halls—a situation that facilitates the group discussion of cases and problems so important to an integrated professional program. For other housing information, see the "Housing" portion of the section on "Student and Alumni Services."

LIBRARY AND RESEARCH RESOURCES

The library of the Graduate School of Business and Public Administration is on the second floor in McGraw Hall. It maintains a constantly growing basic and selective collection of books, pamphlets, periodicals, documents, and reports. The essential aim of the library program is to provide a working laboratory of published material which sheds light on the various aspects of the administrative process as well as on the subject matter fields in which course work and research are carried on.

The library receives regularly and maintains files of periodicals, journals, financial and advisory services, government publications, and selected company publications. It provides, as well, pertinent documentary material from the different levels of government. A highlight of the collection is the extensive file of annual reports of principal domestic and foreign corporations and data from these same companies on their internal management policies and procedures.

A reference collection is maintained and professionally staffed to provide direct assistance to students in the solution of academic and research problems. Provision is also made for the library guidance of students in the preparation of reports and independent research. Detailed bibliographic assistance is provided for doctoral candidates.

To familiarize the students with the working bibliographic and research tools in business and public administration, first-year students receive instruction in "Information Sources in Administration." Second-year students may elect the course in "Research in Business and Public Administration."

In addition to the library of the School, the main University Library

and other departmental libraries, notably that of the School of Industrial and Labor Relations, are also accessible to students of this School. The government documents collection of the University Library is one of the largest in the country. Altogether the library holdings of the University total more than 1,800,000 volumes, making Cornell one of the major library research centers in the United States.

THE PUBLICATIONS PROGRAM

The publications program of the School stems largely from and complements the teaching and research programs. For publications currently available, inquiries should be directed to the Administrative Secretary, in care of this School, McGraw Hall.

ADMINISTRATIVE SCIENCE QUARTERLY... The School publishes *Administrative Science Quarterly*, a scholarly journal dedicated to advancing basic understanding of the administrative process through empirical investigation and theoretical analysis. The *Quarterly* contains articles, book reviews, and abstracts relating to administration in all types of enterprises and environments, including business, governmental, hospital, military, and educational. Inquiries relating to this publication should be directed to the Editor, *Administrative Science Quarterly*, in care of this School, McGraw Hall.

THE FEDERAL ACCOUNTANT... In cooperation with the Federal Government Accountants Association, the School will commence the publication during 1957 of *The Federal Accountant*, a quarterly journal dedicated to the advancement of accounting principles, conventions, and auditing standards in their application to the operations of the federal government. The journal, heretofore published elsewhere, will contain articles, book reviews, and abstracts relating to accounting in all environments in which federal accountants work. Inquiries relating to this publication should be directed to the Associate Editor, *The Federal Accountant*, in care of this School, McGraw Hall.

RESEARCH PROGRAMS

In its organized research program, the School seeks to advance understanding of administration through empirical studies in business firms, governmental agencies, hospitals, and similar enterprises. These enterprises are observed in interaction with their environment, and research attention is focused on the ways in which objectives are determined, resources are acquired, allocated, and controlled, and activities coordinated.

Normally the research program provides a limited number of stipends, as well as dissertation opportunities, for advanced graduate students, who participate in research design, data collection, and analysis under the guidance of Faculty members.

DEGREE PROGRAMS

TOWARD A MASTER'S DEGREE

AT THE Master's level, the Graduate School of Business and Public Administration confers two professional degrees, the Master of Business Administration (M.B.A.) and the Master of Public Administration (M.P.A.). The principal divergence in the courses of study occurs in the work of the second year. Therefore, while every student must indicate upon entering the School for which degree he is a candidate, it is possible to change to candidacy for the other degree at the beginning of the second year in the School.

The School affords a variety of opportunities for study adapted to the particular needs of the student, depending upon his background, his abilities, and his primary vocational interests. The programs of study in specialized areas of business administration or in governmental administration are undertaken only after the student has demonstrated a reasonable understanding of the principles of management and of the use of the basic tools of management—methods of economic, financial, and statistical analysis, administrative accounting—as employed in the management process. Accordingly, in the two-year program leading to the professional degrees, the first-year course of study is largely predetermined, confined principally to a *common core* of subject matter, much of which is normally taken by all students of the School.

On the completion of the first year's common core requirements, or sooner if the student has been able to decide the direction in which he wishes to orient his first year's elective hours, a candidate for either degree will select a *field of concentration* for more intensive study. The principal fields of concentration and the requirements in such fields are detailed under "Course Programs" and "Concentrations." However, as indicated later in this section, special programs suited to the needs of qualified students may be developed.

Candidates for either degree must normally complete courses carrying a minimum of 60 approved credit hours of work at the graduate level in order to qualify for the degree. Although a grade of 60 or above in any course will assure academic credit for the course, a weighted average grade in any term of less than 70 per credit hour is considered evidence of unsatisfactory work and may result in dismissal.

THE MASTER'S DEGREE WITH DISTINCTION

The School confers the M.B.A. and M.P.A. degrees *with distinction* upon a limited number of students. The attainment of the degree with

distinction indicates not only excellence in course work but also a broad knowledge of both business and public administration in general and an ability to integrate effectively the materials of separate courses.

To become a candidate for the degree with distinction a student must have at the beginning of his fourth term: (1) a scholastic average which places him at least in the upper ten per cent of his class—normally an average of 85 or better; and (2) the approval of the Faculty. To receive the degree with distinction a candidate must meet two further requirements: (1) he must present written work which meets specifications set out by the Faculty and (2) he must pass an individual oral examination before the Faculty. Students who successfully pass these requirements are excused from final examinations in courses offered by the regular Faculty of this School.

Students eligible for candidacy for the degree with distinction will be notified of their eligibility at an appropriate time; and those who desire to enter into such candidacy must inform the chairman of the Faculty committee on degrees with distinction within the time limits specified in the notification of eligibility.

SPECIAL MASTER'S DEGREE PROGRAMS

Although the sections entitled "Course Programs" and "Concentrations" outline systematic programs of both general and specialized training, it is recognized that these more formal fields may not fit the professional needs of all M.B.A. and M.P.A. candidates.

Provided a student can justify the need and demonstrate the ability to carry a program of study and research more specifically tailored to his individual background or career prospect, a Faculty committee will assume the supervision and development of such a program. This program may include approved courses elsewhere in the University, special reading and research courses, a possible research project to be carried out in the field and supported by a research report; and it may involve general examinations, oral and written, to be administered in lieu of course examinations in selected fields of study. The amount of credit allowed for such work will be determined by the Faculty committee with the approval of the Dean. A student desiring to undertake such a special program should consult with his adviser as soon as possible and should have his plans well developed by the end of his second term.

As a matter of general policy, this School welcomes the development of cooperative programs under which qualified students can utilize the resources of this School in combination with those of other Cornell schools and colleges. In some cases the number of students interested in and qualified for certain types of special graduate programs has been such that systematic arrangements have been made to take care of the needs of these students. Such arrangements are outlined briefly below. Individual students are not, however, limited to these possibilities.

AGRICULTURAL MANAGEMENT... Substantial opportunities exist in government agencies, in private industry, and in cooperatives for men with a background in agriculture who are trained in business and public administration. Recognizing the unique advantages at Cornell for such a program, the College of Agriculture and the Graduate School of Business and Public Administration have approved a combined program of studies in agricultural management that permits a more effective blending of the work of the two schools than would be feasible for nonagricultural students. This combined program and its several options may lead to either the M.B.A. or M.P.A. degree.

Double registrants or others interested in the combined program with the College of Agriculture should see the information under the heading of the *agricultural management* concentration as outlined in the section entitled "Concentrations." However, a more complete prospectus of the program and its possibilities may be obtained from the Administrative Secretary of this School, Room B-21, McGraw Hall.

CITY MANAGEMENT... The professional field of city management offers increasing opportunities for the student who wishes a career in the public service. With the cooperation of the College of Architecture, the College of Engineering, and the Law School, the Graduate School of Business and Public Administration offers a program leading toward the M.P.A. degree with specialization in city management.

For further information see the *city management* heading in the section entitled "Concentrations."

CIVIL ENGINEERING... Subject to the approval of the faculties of this School and the School of Civil Engineering, combined concentrations involving, for example, utility management and regulation, may be developed. Such a combined concentration might lead toward either the M.B.A. or the M.P.A. degree. Such concentrations involve special arrangements which should be discussed directly, either by letter or interview, with the Director of Student Affairs of this School, Room B-20a, McGraw Hall.

HOSPITAL ADMINISTRATION... The training program in hospital administration is a cooperative venture of the Faculty of the Graduate School of Business and Public Administration, especially those members associated with the Sloan Institute, and other interested Faculty members of the Schools of Industrial and Labor Relations, Nutrition, Medicine, and Hotel Administration. Hospital administration students participate with students majoring in business as well as those majoring in public administration in the first-year core curriculum in administrative science. Advanced second-year training is given in the several subjects related to health and hospital administration, reflecting in large part the major research activities of the Faculty in hospital

studies. Completion of this program qualifies the student for the degree of Master of Public Administration, or that of Master of Business Administration, in hospital management. See the *hospital administration* heading in the section entitled "Concentrations."

ADMINISTRATION AND LAW. . . . The objective of this program, organized by joint action of this School and the Cornell Law School, is to provide, in four years, professional training in both administration and law. This may be done without sacrifice of the high standards of both schools, and without omitting any part of the necessary preparation for the bar examinations.

Through this program a student may secure the degrees of M.B.A. or M.P.A. and LL.B. in four years instead of in the five years which would be required if each program were taken separately. For the undergraduate at Cornell, who in his senior year double-registers in an undergraduate college and the Graduate School of Business and Public Administration, this program will permit him to receive the undergraduate degree and the two professional degrees in a total of seven years. This program thus offers to the individual student the opportunity to pursue several avenues of professional growth, rather than one. The opportunities flowing from this flexibility are numerous. Traditionally, the law and administration, both public and private, have been closely related; and there are many specialized fields, such as accounting and transportation, in which a blend of legal and administrative talent is invaluable.

A student, to be admitted to the full joint program, must meet the admission requirements of both schools. He should apply for admission to both schools and be accepted by their respective admissions committees prior to entrance into the first year of the program. A student who may wish to enter the program after starting his residence in the Graduate School of Business and Public Administration should discuss his plans or problems with both schools as soon as possible. However, no assurance can be given that such a student will be permitted to undertake the joint program.

Because of the intensive nature of the program, it is normally required that a student double-registering in an undergraduate college at Cornell and in the Graduate School of Business and Public Administration be entirely clear of any specific undergraduate course requirements during his first year in this program.

The joint program is made possible because of the close relationship between the work of the two schools in certain respects. The general plan of the joint program is as follows:

(1) In the first year the student will register in the Graduate School of Business and Public Administration and will take all his work in that School. The courses taken will consist primarily of the core pro-

gram of that School (except for the work in business or public law) together with such electives as are desirable and feasible in connection with the student's eventual concentration.

(2) In the second and third years the student will register in the Law School while remaining double-registered in the Graduate School of Business and Public Administration. In the second year, the student will take the full first-year program of the Law School. In the third year, he will complete his work for the M.B.A. or M.P.A. degree by taking a minimum of six hours a term of courses in the Graduate School of Business and Public Administration, and in addition a minimum of ten hours a term in the Law School. At the end of the third year, if the student's work is satisfactory, he will receive the degree of M.B.A. or M.P.A.

(3) The fourth year will be spent entirely in the Law School and the degree of LL.B. will be awarded upon satisfactory completion of that School's work.

OTHER POSSIBILITIES. . . The programs mentioned above do not by any means exhaust the rich mine of possibilities available to the qualified student. Cornell University at Ithaca includes not only this School but also the Law School, the College of Engineering, the College of Architecture, the College of Agriculture, the College of Home Economics, the School of Industrial and Labor Relations, the School of Hotel Administration, the College of Arts and Sciences, the School of Education, Far Eastern Studies, the Veterinary College, the Graduate School of Nutrition, and the Graduate School. Students who wish to consider undertaking combined programs of any sort must, of course, have the necessary qualifications and must, in general, expect to meet the prerequisite requirements of both this School and any other school or college in which they desire to take work. Such students should also plan their entrance into any combined program sufficiently far in advance not only so that they are qualified but also so that adequate arrangements, where required, can be made with the faculties of the schools involved. Copies of the Announcements of the various schools and colleges may be obtained on the campus by inquiring at the administrative offices of those divisions. Persons outside the campus may obtain any Announcements by writing to the Announcements Office, 253 Edmund Ezra Day Hall, Cornell University, Ithaca, N.Y.

THE DOCTOR OF PHILOSOPHY DEGREE

In addition to the professional M.B.A. and M.P.A. degrees, a student may qualify for the Doctor of Philosophy degree in the field of business and public administration.

PURPOSE OF THE DOCTORAL PROGRAM. . . The doctoral program in business and public administration is aimed at providing an

advanced and comprehensive education in administration, public and private, primarily for men who seek careers in teaching or research in this professional field. However, through this program, a student may also prepare for many types of positions in business and governmental administration in which advanced training, if not always an absolute requirement, is highly desirable.

PHILOSOPHY OF DOCTORAL WORK AT CORNELL. . . Prospective doctoral candidates should especially note the following quotation from the *Announcement of the Graduate School*: "Accomplishment is judged primarily by the evidence of growing responsibility for the advancement of knowledge and not by fulfillment of routine requirements by courses and credits." This sentence expresses not only the theory but the practice of doctoral work at Cornell. The Ph.D. is awarded on the basis of competence as demonstrated in the writing of an acceptable thesis and the passing of qualifying and final examinations. Course credits are not generally required, although the candidate may be required by the Faculty members under whom he is studying to take selected courses or their equivalent either to assist the student in his planned study program or to help make good a deficiency revealed in his qualifying examination.

PLAN OF STUDY AND RESEARCH. . . The regulations governing the plan of study and research at the doctoral level are considerably different from those relating to the professional degrees of M.B.A. and M.P.A. The latter degrees are awarded by action of the Faculty of this School under conditions imposed by that Faculty. The Ph.D., on the other hand, is conferred under rules and regulations established by the Cornell graduate Faculty and administered by the Cornell Graduate School.

In brief, these rules provide that the candidate for the Ph.D. degree work under the direction of a special committee composed of three members of the Faculty. The program for the Ph.D. candidate is arranged and approved by the special committee in accord with the following general requirements for the doctoral degree: (1) a minimum of six terms of residence as a graduate student—which may include credit for residence while doing professional or other graduate work at Cornell or elsewhere; (2) the satisfactory completion, under the direction of a special committee, of work in one major subject and two minor subjects; (3) reading facility in two foreign languages; (4) the presentation of an acceptable thesis; and (5) the passing of qualifying and final examinations. However, the candidate is advised to consult the *Announcement of the Graduate School* for further details concerning these and other general requirements.

MAJOR AND MINOR SUBJECTS. . . The full list of *approved major and minor subjects* is contained in the *Announcement of the Graduate*

School. Candidates for the Ph.D. degree proposing to major in the general *field* of business and public administration must select a major *subject* from among the following: (1) The Administrative Process, (2) Finance and Accounting, (3) Supply, Production, and Distribution, and (4) Managerial Economics and Politics. Brief descriptions of the scope and method of these subjects are outlined below.

THE ADMINISTRATIVE PROCESS

This subject embraces all aspects of the art and science of administering organizations, involving such administrative matters as internal organization and structure, administrative behavior, coordination and control, communications, personnel and human relations, planning, policy formulation, and program development. It will normally require the study of both private and public administration, and, in some cases, of foreign administration as well.

FINANCE AND ACCOUNTING

This subject concerns those aspects of administration which are subject to monetary measurement and analysis. It includes accounting, with its body of doctrine and its professional literature, together with financial analysis of all types, ranging from those found in private investment activities to those involved in the operations of public treasurers and budget directors.

SUPPLY, PRODUCTION, AND DISTRIBUTION

This subject embraces another large and interrelated group of management functions found in both private and public administration. It includes work in marketing and market research, production and procurement, and, to some extent, in traffic management.

MANAGERIAL ECONOMICS AND POLITICS

This subject emphasizes the selection and analysis of economic and political data and relationships as a guide to decision making and policy formulation, and involves interdisciplinary work in economics, political science, and administration. The student may approach this subject either through the comprehensive and intensive study of economic, political, and administrative factors and interrelationships associated with particular industries or public agencies (interpreting "industry" and "agency" broadly), or, from a more over-all point of view, through the study of various types of problems and relationships which may be recurrent through a number of industries and public agencies or through the administrative structure of a particular country or society. For example, students may approach this subject (1) through study of the transportation industry, of the problems in city management, etc.,

or (2) through study of some over-all problem such as competitive behavior, economic instability, etc.

MINOR SUBJECTS

A student who majors in business and public administration must also select two minor subjects. One of these minor subjects may be chosen from among the four subjects listed above. However, it is the general policy of the field of business and public administration strongly to encourage the student to select his second minor from among related subjects outside this field.

Students with majors in fields other than business and public administration, but who wish to minor in this field, may also choose from among the four subjects listed above. The requirements for a minor are somewhat less rigorous and advanced than for a major.

EXAMINATIONS AND THESIS

The qualifying examination serves to determine the ability of the candidate to pursue doctoral studies and to assist the student's special committee in developing a program of study for the candidate if he is permitted to continue in doctoral work. In general, a candidate will be expected to demonstrate in this examination (1) a basic understanding of the most important subject matter and problems involved in his planned major and minor fields; and (2) an ability to meet the intellectual requirements for further advanced work and for original research.

Within the broader outlines of the candidate's major subject (though there may be relationships with minor subjects also), he will be expected to select a special area within which his research will be conducted and his thesis written. Such a special area will be approved by the candidate's special committee and is limited only by the approved interests of the candidate and the Faculty resources of this School and the University. The candidate is normally encouraged, however, to select a special area of research which—while it may lie primarily in either business or public administration—will be such as to involve the student in the exploration of materials and hypotheses relevant to both public and private management.

In his final examination the student may expect to demonstrate an understanding of the subject matter, methods, and literature appropriate to his major and minor subjects, and to defend his thesis, not only with respect to his thesis propositions but also with respect to his methods of research and the logic of his presentation.

ADMISSION. . . . As the Ph.D is conferred under rules and regulations established by the Cornell graduate Faculty, the applicant for admission to candidacy for the Ph.D. degree in business and public administration, therefore, must first apply for admission and be accepted by the

Graduate School under conditions enumerated in the *Announcement of the Graduate School*. His application and credentials, as forwarded with this intent to the Graduate School, will be referred to the graduate Faculty of the field of business and public administration for its recommendation; but actual acceptance in the Cornell Graduate School, registration, and other formalities are completed by and through that School. In all other matters concerning the satisfaction of requirements for the Ph.D., the student is also governed by the regulations of the graduate Faculty as explained in the *Announcement of the Graduate School*.

Admission to the doctoral program in business and public administration does, however, generally presuppose academic work in administration or related fields at the Master's level. Ordinarily the candidate is expected to have a Master's degree, but this is not an absolute requirement. The program is planned not only for students who have done their previous professional or other appropriate graduate work at Cornell, but also for students who have done appropriate graduate work in other institutions.

Neither entrance examinations nor interviews are required for students planning doctoral work in business and public administration. However, the submission of Graduate Record Examination test scores is welcomed by the Admissions Committee of the Graduate School; and students who are at all undecided as to exactly how they wish to go about their doctoral programs or who are not certain as to the manner in which they should approach their advanced study goals through the mechanism of the Cornell Graduate School should, by all means, endeavor to come to Cornell for personal interviews with the staff of the Office of the Graduate School and with members of the graduate Faculty of the field of Business and Public Administration and of other appropriate fields in which the student may be interested. A student who is interested in a major or minor in business and public administration may arrange an appointment with a member of the graduate Faculty of this field by writing to the Administrative Secretary of this School. When writing, the student should indicate not only his desire for an interview, but also his general interests and expectations as far as advanced study is concerned.

GENERAL RESIDENCE REQUIREMENTS. . . . For a general statement of the rules concerning residence, see the *Announcement of the Graduate School*. It is not possible to waive these general requirements except, infrequently, by appeal made after admission. Nor is it possible to give a student contemplating doctoral work at Cornell a firm commitment before he arrives as to the residence credit he will receive for graduate work done elsewhere. Under the rules of the Graduate School, "no commitment may be made for acceptance of previous study

in another graduate school in lieu of required residence until *after* the candidate has entered into study in residence in the Graduate School." Individual Faculty members may properly be requested to give prospective students an advisory opinion as to the probable residence which may be transferred, but the student must understand that any such opinion is not binding upon the Graduate School. Residence credit for previous study in another graduate school is based primarily upon an evaluation of the advancement of the student rather than upon any precise number of credit hours recorded on a transcript.

RESIDENCE CREDIT FOR M.B.A. AND M.P.A. WORK... If students contemplating an M.B.A. or M.P.A. degree at Cornell prior to undertaking work at the Ph.D. level at Cornell wish to obtain maximum residence credit for their professional Master's work, they should carefully note the following requirements. Credit toward fulfillment of the residence requirements for the Doctor of Philosophy degree may be granted for graduate work satisfactorily completed in qualifying for the professional degrees of M.B.A. and M.P.A.; but such credit is not given automatically. Maximum credit may be obtained by the satisfactory completion of a special program under the following procedure. A student must notify this School of his intention to pursue doctoral studies two semesters before the completion of his study toward the professional degree. If this intent is approved by the School, a special committee will be set up to guide and supervise the candidate's final year of work toward the professional degree. This program will include graduate-level study outside the Graduate School of Business and Public Administration as well as within it, with an emphasis on individual research; and it will include a special problem culminating in the writing of a comprehensive report or essay. On completion of this program, the special committee of the candidate will administer an oral comprehensive examination in the chosen area of concentration for the professional degree. On the basis of the candidate's over-all performance, the special committee will then recommend to the General Committee of the Graduate School the amount of credit which should be transferred toward fulfillment of the residence requirements of the Doctor of Philosophy degree.

M.B.A. or M.P.A. students contemplating advanced work should consult with their advisers and with this Faculty's Field Representative to the Graduate School as early in their professional program as possible. Such students should, if at all possible, have their plans and proposed programs well outlined by the end of their second term in order to be certain of consideration for the application of this special residence regulation.

THE GRADUATE FORUM... The Graduate Forum is the special organization of the doctoral students majoring in the field of Business

and Public Administration. The organization is largely run by the doctoral students themselves and is designed to encourage the interchange of ideas among doctoral candidates and between such candidates and members of the Faculty of the field. Meetings are held approximately once a month and, while primarily aimed at research interests, may involve social affairs as well. From time to time doctoral candidates with minors in this field, as well as advanced Master's degree candidates, are invited to meetings of the Forum. All doctoral candidates with a major in this field are eligible to join the School's Student Association, which provides a wide range of social and other activities.

FINANCIAL AID FOR PH.D. CANDIDATES. . . . Several substantial fellowships and scholarships are made available each year specifically for candidates for the Ph.D. degree in business and public administration. Such students may also apply for fellowships and scholarships open to candidates in all fields. Applications may be obtained by writing the Office of the Graduate School and should be filed not later than February 22. In addition, a limited number of qualified candidates receive financial assistance by serving as research or teaching assistants to members of the faculty of this School. Applications for such positions should be directed to this School.

FURTHER INFORMATION. . . . For matters concerning admission to the Graduate School, registration, academic records, scholarship and fellowship applications, and other matters mentioned in the *Announcement of the Graduate School*, as well as for copies of the Announcement itself, write the Graduate School, 125 Edmund Ezra Day Hall. For further information concerning the doctoral program of the Graduate School of Business and Public Administration, write the Administrative Secretary, Graduate School of Business and Public Administration, McGraw Hall.

SPECIAL TRAINING PROGRAMS FOR INDUSTRY AND GOVERNMENT

THE CORNELL Graduate School of Business and Public Administration develops and conducts institutes, seminars, conferences, and other types of special training programs to meet the needs of business organizations, associations, and governmental agencies.

PROGRAM DESIGN

These programs are tailored to the needs of the participating groups and may vary in length from a few days to several weeks. They are usually conducted on the University's Ithaca campus, thereby gaining the full advantage of resident Faculty participation, libraries, University housing arrangements, and other basic educational and living facilities. Consideration will be given, however, to requests for off-campus instruction.

TYPES OF PROGRAMS....The School is prepared to cover a wide range of subject matter in its special institutes and seminars. From a functional point of view, these subjects may include, among others, accounting, budgeting, purchasing, policy formulation, human relations, planning, organization, personnel, production, finance, marketing and sales management, transportation, and managerial economics.

From another point of view, special programs may be devised covering in an integrated treatment a number of functional topics for such groups as city managers, representatives of small business, administrators of business or governmental enterprises involving the coordination of various types of functions, and representatives of professional and trade associations. Programs may involve the consideration of either business or governmental administrative problems or combinations of both.

In certain situations it has been found mutually advantageous to develop a research program in connection with a seminar or institute program. Special programs oriented more toward research—though not by any means exclusively so—are represented by the cooperative development of a manual of administrative practices for the New York Association of Clerks of Boards of Supervisors as well as the development of the Cornell Marketing Management Forum.

In addition, many of the faculty of the School have, as individuals, served as advisers to a wide range of industrial concerns and governmental agencies in the development of administrative training programs within those organizations.

INSTRUCTIONAL POLICIES... Instruction is primarily under the direction of Faculty members of this School. Frequently, however, the programs benefit from the cooperation of faculties of other schools and colleges at Cornell, including Engineering, Hotel Administration, Law, Agriculture, Medical, and Industrial and Labor Relations. In addition to academic staff from Cornell and other universities, outstanding successful practitioners in appropriate fields are invited to participate as discussion leaders and speakers.

In the special programs, instructional methods which have proved to be most effective with adult groups are used. Emphasis is placed on relatively small groups, with considerable attention paid to the analysis and discussion of carefully selected case studies. An effort is made to supply the participants with materials which they can use after completion of the programs.

In planning a special program, Faculty members work closely with representatives of the group being served in order that concentrated attention can be given to the interests and problems of the participants.

RECENT PROGRAMS... Among the special programs conducted recently—in addition to those already mentioned—are a management clinic for retail lumbermen, a survey of American state and local public administrative practices for a group of Indonesian civil officials, an introduction to American business methods for two groups of French industrial managers and a group of Norwegian industrialists. Several one- and two-day institutes and conferences have been conducted in the fields of the management of agricultural industries, world trade, taxation, mobilization, supervision, retail lumber operations, sales management, highway supervision, and hospital administration.

FURTHER INFORMATION... Persons interested in further information concerning the special training programs of the School should write or call the Director of Special Programs, in care of this School, McGraw Hall (phone: Ithaca 43211, Ext. 3802 or 3622).

THE EXECUTIVE DEVELOPMENT PROGRAM

The trend toward decentralization and the broadening responsibilities of managers, imposed by the economic and cultural environment in which both private enterprise and public agencies must function, have created unprecedented demands for accelerating the development of men for positions with a broad top-management point of view at an early experience level. To accomplish the transition more rapidly

than normal on-the-job growth permits, the Executive Development Program is aimed at increasing awareness, developing new approaches, and reshaping attitudes of men faced with broader responsibilities.

The School recognizes that effective long-range growth and development of men for management take place on the job and must be to a large degree self-development. Accordingly, the six weeks' off-the-job program is considered an opportunity for each participant to re-examine his self-development through exploration of several of the more clearly recognized needs of men assuming increasing managerial responsibility. Although it is felt that this re-examination can best be carried on away from the regular work situation, effective growth and development can be best aided if the participant is given an opportunity to reappraise the increased awareness, new approaches, and changed attitudes initiated during the six weeks' Program in some regular planned way, over a long period of time, to facilitate continued growth.

The School is convinced that the University has an important responsibility for aiding industry and government in the development of men for management. The Graduate School of Business and Public Administration is therefore enthusiastically sponsoring the Executive Development Program. It is convinced that executive development provides an effective medium by which industry, government, and the School can cooperate in improving the quality of education for responsible leadership.

Experience has convinced the School that future effectiveness in executive development requires substantial research. It is hoped that research by the School will indicate ways in which to improve the objectives of the Program, its structure, and instructional methods. Finally, a more meaningful measure of the effectiveness of the total Program is being sought, so that efforts can be directed toward maximum service to industry and government.

The content of the Program is divided into three segments: the administrative process, the functions of administration, and the dimensions of administration. This breakdown is useful for purposes of exploring the over-all theme of the Program: an approach to top management responsibilities. Throughout the entire Program the experience of the participants is drawn upon to explore the extent to which management skills are transferable or adaptable to varying functional responsibilities. The Program concludes with an opportunity for participants to explore bases for planning continuing self-development.

In accordance with the viewpoint expressed in the statement of objectives regarding the relation of the six-week Program to the long-range growth and development of men for management, a coaching approach is used wherein cases are presented for analysis and discussion, selected reading materials and the views of carefully chosen outside

speakers are considered, and issues are developed for the participants to explore, all as a means of stimulating each participant to re-examine his own personal philosophy. The Faculty, in effect, serves as a catalyst throughout this process in stimulating the participant to reappraise his own attitudes, approaches, and outlook.

The administration of the Executive Development Program consists of the Director, Frank F. Gilmore, Professor of Production Administration; the Associate Director, Arthur E. Nilsson, Professor of Finance; a staff assistant; and a secretary.

The Faculty responsible for the Program is made up of four senior professors in the Graduate School of Business and Public Administration, although more than half of the School's Faculty actively participates in the Program. The four senior Faculty members are Professors Gilmore and Nilsson, mentioned above; Earl Brooks, Professor of Administration; and Melvin G. de Chazeau, Professor of Business Economics and Policy.

Experience indicates that the Program can be of greatest service to a man having the following qualifications: (1) a record of accomplishment as a functional specialist, (2) sufficient management experience to indicate promise as an administrator, and (3) a keen interest in and a recognition of the need for re-examination of his own self-development in an off-the-job Executive Development Program. Because the success of the Program obviously depends on the quality of the participants, an effort has been made to admit only men to whom the company or government agency looks for future leadership. To this end, letters are required from the applicant's immediate supervisor, the division head involved, and the chief executive. In view of the care employed in selecting participants, April first is the final date for filing applications. Forty-two is the optimum number of participants.

The School deliberately seeks a heterogeneous group with respect to geographic distribution and administrative functions. The objective is to have representation from a wide variety of functional activities such as engineering, research, manufacturing, accounting, law, marketing, finance, and personnel. The Program stresses particularly the assistance it can give to men with engineering and scientific backgrounds who need to add a broader management approach to their technical abilities. It is believed important that a reasonable mixture of technical and nontechnical people be maintained, however, in order that they may understand more completely the problems and points of view inherent in each other's areas.

The six weeks' term of the Executive Development Program normally runs from the middle of June to the end of July. The cost of the Program is \$1200, which covers tuition, room, meals, books, and materials.

The Executive Development Center is located on the Cornell University campus in two adjacent buildings. The Program's residence build-

ing is one of the new men's residential halls. The recreation building is the Psi Upsilon fraternity house.

Further information or application forms can be obtained from Professor Frank F. Gilmore, Director of Executive Development Program, Graduate School of Business and Public Administration, McGraw Hall, Cornell University. The telephone number is Ithaca 4-3211, Ext. 3403.

THE CORNELL MARKETING MANAGEMENT FORUM

The Cornell Marketing Management Forum consists of some one hundred upstate New York home-office marketing executives in manufacturing concerns and is sponsored by the School as a service to members of the near-by industrial community. The Forum is a medium for the exchange of day-to-day operating procedures relating to currently pressing problems of marketing management. Reports of survey findings are sent to Forum members approximately four times a year. The first group conference was held May 11, 1956.

THE STUDENT PROGRAM

A PROFESSIONAL school of administration must be interested in students learning to work effectively in groups. While a certain amount of this type of learning is acquired in the group projects organized in connection with the School's classwork, a great deal more is acquired through participation in the organized undertakings of the student body. Designed to serve serious purposes and needs of the School, the student program outlined here, which is almost entirely managed by the students themselves, represents an increasingly significant aspect of life and study in the Cornell Graduate School of Business and Public Administration.

THE STUDENT ASSOCIATION

When a student enrolls in the Graduate School of Business and Public Administration, he becomes eligible for membership in the Student Association, which sponsors the many extracurricular enterprises of the School. Early in his first term at the School, each student is invited to participate in the work of one or more of the committees of the Student Association.

Traditionally, Cornell has stressed individual initiative and responsibility. Through the Student Association individuals may find rewarding professional training and experiences in group and School extracurricular activities. This opportunity has been facilitated by the School's relatively small size of about 250 students and by the accessibility and active cooperation of the Faculty.

The Student Association is headed by an executive committee composed of the officers of the Association, who are elected in the spring term by members of the first-year class. The executive committee is responsible for organizing student activities and acts as liaison between the Faculty and the student body. For the year 1956-1957, the officers of the Association are: Kenneth F. Smith, President; Robert J. Hardy, Vice-President; Richard L. Maples, Treasurer, and Mrs. Yvonne R. Fisher, Secretary. The dues of \$10, covering membership in the Student Association for the two-year period, are paid at the beginning of the first year to facilitate planning of student activities.

SUPPER CLUB. . . More formal are the meetings of the Supper Club of the Student Association, which takes advantage of the presence of numerous prominent representatives of business and government when they visit Cornell. The initial meeting of the Club is held early in the academic year, so that if a student has not met some of his fellow stu-

dents or Faculty members, he may do so here. Some of the after-dinner speakers have been Deane W. Malott, President of the University; C. Stewart Sheppard, Dean of the School; James A. McConnell, Professor of Agricultural Industry, a Cornell University trustee and a former Assistant Secretary of the Department of Agriculture; Robert E. Peach, President of Mohawk Airlines, Inc.; J. Carlton Ward, President of the Vitro Corporation and a Cornell University trustee; and George W. Chane, Manager, Management Services Division, Ernst & Ernst.

THE BALANCE SHEET...The *Balance Sheet* is a newspaper published regularly by the Student Association to inform students and alumni of the activities within the School. A special section is devoted to alumni affairs.

SOCIAL ACTIVITIES...The Social Committee of the Student Association sponsors activities, both friendly and instructive, throughout the year. The fall dance, spring dance, Christmas party, and Faculty-student spring picnic with its baseball game are special highlights of the social year.

THE LOUNGE...Early in the school year, students find their way into the student lounge. It is the logical spot for discussions and informal gatherings, for casual reading of magazines, and for enjoying a cup of coffee or other refreshments. Just off the lounge are the offices of the Student Association.

WIVES' CLUB...More than 20 per cent of the students attending the School are married. Not unnaturally, their wives have formed a group of their own. Throughout the year the Wives' Club provides entertainment and programs of interest and assists the social committee in appropriate "mixed" affairs.

OTHER ACTIVITIES...There are many other activities in which the students, as an organized group, participate directly and indirectly. With the cooperation of the Dean, the Director of Student Affairs, and the Faculty, the Student Association acts in an advisory and planning capacity in many matters of concern to the School.

THE ANNUAL MANAGEMENT CONFERENCE

A highlight of the School's extracurricular activities is the Annual Management Conference held in the spring of each year. The conference, first conceived, organized, promoted, and conducted by the students themselves in 1949, continues under student auspices. This conference has been so rewarding as a professional, educational, and social endeavor that succeeding classes have made it an annual event of ever-increasing scope and significance.

Scheduled for two days in the spring of the year at Cornell's new Statler Hall, the conference has each year attracted leaders in govern-

ment, business, and education to discuss selected current topics. Besides stimulating the discussion of important current issues, the conferences strengthen the bond between the work of the School and practical administrative problems in the field. They also provide a particularly apt opportunity for students to exchange views with leading national figures.

The Eighth Annual Management Conference, held in April, 1956, was devoted to the problem of management development. Over five hundred registrants participated. The conference, entitled "Bringing Up the Boss," was addressed by William C. Caples, Vice President of Human Relations, Inland Steel Company; Marc A. de Ferranti, Manager, Development Consulting Service, General Electric Company; John W. Macy, Executive Director, United States Civil Service Commission; and Dewey Balch, Vice President, General Mills Corporation. In addition to the main speeches, conference panels were held on the climate for management development, evaluating management performance, management development in small business, management development in the public service, and the early identification of management development.

Since its origin in 1949, the conference has featured such prominent speakers as Willard L. Thorp, Robert Ramspeck, and Howard Piquet, from government; Richard L. Bowditch, H. Harold Whitman, and Edward McCormick, from business; and Joseph Shister, Fedele Fauri, and Carroll Daugherty, from education. Principal speakers at the 1955 conference on "How Big Is Too Big?" were William B. Rogers, Wendell B. Barnes, A. D. H. Kaplan and Earl Bunting.

Because the conference is so broad an undertaking, a large student staff is needed to carry out the many and varied preparations. Although this staff, known as the Management Conference Committee, is not organizationally a part of the Student Association, its members, as members of the Association, make the conference very much a united undertaking. A committee on program development selects the theme, develops the program content, invites the speakers, and plans the sequence of speeches and panels during the conference. The conference guest committee encourages participation by outside guests, provides them with local transportation and, in conjunction with the arrangements committee, carries out the duties of registration on the opening day. The arrangements committee also sees that the Statler Auditorium is prepared for a pleasant and successful series of meetings and arranges for the banquet held on the first evening of the conference. All advertising and public relations work, including national news coverage, are the responsibility of the publicity committee. The fund-raising committee is active in helping to defray the expenses of the conference, a job which involves, among other things, obtaining exhibitors for the conference. All funds raised, and the disbursement and control of them, are under the supervision of the finance committee.

PROFESSIONAL ASSOCIATIONS

There is a student chapter of the Society for the Advancement of Management as well as a student-Faculty public administration group. These organizations provide excellent opportunities for bringing business and government operations nearer to the campus. In addition to meeting informally and discussing professional matters of common interest, these groups are addressed by speakers from both public and private organizations.

CORNELL CAMPUS ACTIVITIES

Cornell has all the varied social and cultural opportunities of a large university and adequate facilities for realizing them. At the University's student union building, Willard Straight Hall, are lounges, a browsing library, a music room, and several dining rooms; dances and other social gatherings are held in this building. The Bailey Hall concerts, the movies and plays at the University Theater, the public lectures sponsored by the University, the international student group programs, and the activities of the various campus religious bodies will add to the richness and enjoyment of a student's years in the Graduate School of Business and Public Administration.

Intramural sports are one sphere of activity of the Business and Public Administration Student Association which especially meshes with the program of the whole University. The Cornell University Athletic Association sponsors a vast program of intramural sports; in this program the School's teams compete against other campus graduate teams. A student who is interested in playing touch football, basketball, or softball may join one of the School's intramural teams. The School also conducts its own competitive series, with both students and professors participating in bowling, golf, and softball. Those interested in varsity sports will want to see the Cornell teams in action. Block seating is arranged for football games.

For further information on Cornell student activities, see the *General Information Announcement*, which may be obtained from the Cornell University Announcements Office, Edmund Ezra Day Hall.

Naturally, not every student can participate in all of the nonclassroom activities described here. But the success of these activities depends upon student interest and participation. They are directed and managed by students. They are not "administered." There is no set pattern of functions to which the Student Association must adapt itself. Each class determines for itself what it would most prefer to undertake and emphasize. The student activities provide a stimulating experience and a valuable exercise of the professional talents which it is the function of the School to develop. The hope is that every student who is interested in participating in the Student Association or other activities, whether as organizer or spectator, will have the opportunity to do so.

STUDENT AND ALUMNI SERVICES

THE GRADUATE School of Business and Public Administration recognizes that graduate work involves a variety of problems which do not fall within the strictly academic phases of advanced study. These problems may serve as an unnecessary obstacle to satisfactory graduate study and, in some cases, result in the student's failure to fulfill the requirements for completing his graduate program.

Moreover, the School seeks to ensure that the individual student is provided with whatever personal assistance and attention are needed to facilitate his studies, complete his educational objectives, assist in his placement, and contribute to his continued growth and development after he has left the School.

DIRECTOR OF STUDENT AFFAIRS

To further these objectives, the School has a Director of Student Affairs, whose office is concerned with all student activities and in particular with student orientation and registration, advising and counseling, financial problems, housing, part-time employment, placement, and alumni relations.

STUDENT COUNSELING

The counseling of students is a responsibility of all Faculty members of the School and of the Director of Student Affairs in particular.

ORIENTATION . . . The Faculty of the School believes that the educational philosophy and objectives of the School, the methods employed in furthering its educational programs, and the academic and extra-curricular opportunities afforded by the School and the University should be understood clearly by entering students. To accomplish this, an orientation period, arranged by the Faculty with student assistance, is conducted immediately before the registration period in the fall semester. An address by the Dean on the educational philosophy and academic program of the School, conferences with Faculty members on the various concentrations offered, and descriptions of student activities highlight the formal portion of the orientation. This is followed by the administration of a battery of aptitude and related tests designed to assist in the early discovery of areas needing special attention. Finally, through planned discussions and social events, new students are afforded an opportunity to become acquainted with the student program, registration procedures, the Cornell campus, and their

fellow students and the Faculty. New students are expected to be present and to participate in the orientation program.

ACADEMIC COUNSELING... Each student is assigned according to his professional plans to a Faculty adviser for academic counseling. Advisory relationships are, however, informal, and students are free to consult with all members of the Faculty not only on matters pertinent to their education and future plans, but also on personal matters. In addition, the University's Dean of Men and Dean of Women and their staffs may be consulted by students regarding appropriate nonacademic problems.

ASSISTANCE TO FOREIGN STUDENTS... The University maintains on its staff a Counselor to Foreign Students to advise students coming from foreign countries. He may be consulted on personal problems, social questions, or any other matter in which he may be helpful. He will be glad to assist foreign students in finding suitable living quarters and to introduce them to University Officials, members of the Faculty, and other students. The Counselor's Office is in Room 144, Edmund Ezra Day Hall, and it is suggested that all foreign students write him before coming to Ithaca or call on him immediately upon arrival.

HEALTH SERVICES AND MEDICAL CARE

The student's health is of the utmost importance to successful academic work. While good health does not guarantee academic success, poor health can be an important factor in failure. Prospective students are urged to have any remediable defects of vision corrected and necessary dental work done before entering the University.

If, in the opinion of the University authorities, the condition of a student's health makes it unwise for him to remain in the University, he may be required to withdraw at any time.

THE CLINIC AND THE INFIRMARY... The health services and medical care of Cornell students are centered in the University Clinic (out-patient department) and in the Cornell Infirmary (hospital). Students may consult a physician at the Clinic whenever need arises and receive treatment in cases that do not require hospitalization. If hospital care is indicated, the student is requested to enter the Cornell Infirmary. The Infirmary, a hospital approved by the American College of Surgeons, is well equipped for medical and surgical service. The Infirmary staff, under the supervision of the Clinical Director, consists of resident physicians, attending physicians from the University staff, and consulting physicians and surgeons in the various medical fields from Ithaca and vicinity.

THE COLLEGE AND UNIVERSITY GENERAL FEE covers treatment at the University Clinic and medical and emergency surgical care

at the Infirmary. Hospitalization in the Infirmary for a maximum of two weeks each term is included. If hospitalization extends beyond fourteen days, students will be charged on a per diem basis. Emergency surgical care is defined as initial surgical procedure which, in the opinion of the Clinical Director, is necessary for the immediate welfare and safety of the patient. The fee does not include surgery for the correction of chronic remediable defects or obstetrical care. Emergency house calls to student residences are charged at a rate of \$3 for a day call and \$5 for a night call. (In providing these services the University reserves the right to bill the student's employer or other third party legally responsible for providing hospitalization and medical care and to be subrogated to the student's right against these parties for the cost of these services when such liability exists.)

THE RIGHT TO EMPLOY A PRIVATE PHYSICIAN. . . If a student prefers to consult a private physician rather than go to the Clinic or to have the services of a private doctor from Ithaca while a patient in the Infirmary, the cost of these services must be borne by the student.

HEALTH REQUIREMENTS ON ENTRANCE. . . For these requirements see section entitled "Entrance Procedures."

HOUSING

SINGLE MEN. . . The importance of proper living quarters for graduate students undergoing instruction in an integrated professional program can hardly be overestimated. Study under the case method of instruction makes the easy group discussion of cases and problems even more desirable. Therefore, whenever possible, students are encouraged to arrange their living accommodations to provide for a maximum of group study relationships with other students in the School.

To make such group study relationships available on a more systematic basis, the Graduate School of Business and Public Administration has special quarters available for its graduate students. These quarters are in Boldt Hall and Boldt Tower, which are among the most desirable of the permanent living quarters of the University, and which accommodate approximately seventy-five students under normal arrangements. These quarters are also within a block of McGraw Hall, making for a relatively simple and highly convenient living-study combination.

Living contracts are made for the year, with payment of room rent charges in four equal installments. Continued residence is, of course, subject to conduct becoming a gentleman and to such other normal requirements as are specified by the Office of Residential Halls.

Single male students are encouraged to apply for quarters in Boldt or Boldt Tower, and every attempt will be made to house all students of the School who apply for space in these living halls. However, appli-

cations will be processed on a first-come, first-served basis. Any overflow of late applicants will be housed, insofar as limited space permits, in one of the Baker residential units adjacent to Boldt Hall.

Room application forms may be obtained from and should be returned to the Office of Residential Halls, Edmund Ezra Day Hall, Cornell University, Ithaca, New York. Applications should be filed as soon as possible after January 1 of the year of matriculation, even though admission to the School has not been verified.

Some students prefer to live in privately operated rooming houses or apartments near the campus. An Off-Campus Housing Office is maintained by the Department of Residential Halls to assist students who do not wish to live in a University dormitory.

SINGLE WOMEN... One section of a University all-graduate dormitory is available to graduate women, and applications for such space should be made to the Department of Residential Halls. Many graduate women live in private dwellings or apartments. Information regarding such accommodations may be obtained from the Off-Campus Housing Office.

MARRIED STUDENTS... A new 96-unit housing development was opened to married students in the fall of 1956. This consists of twelve units each with eight apartments. Some apartments have one bedroom, some have two, and all are unfurnished.

Application forms and more detailed information on all types of housing may be obtained by writing the Department of Residential Halls.

DINING ARRANGEMENTS

Men and women students may obtain meals in the union building, Willard Straight Hall, in a cafeteria operated by the College of Home Economics, or in privately operated restaurants and cafeterias near the campus. Men may find the snack bar in Unit 1 of University Halls in the men's dormitory area convenient for lunch and other light meals.

AUTOMOBILES

University requirements governing the use of motor-driven vehicles are the following: (1) registration of the vehicles with the Traffic Bureau of the Safety Division on registration days at the beginning of each term, or within 48 hours after bringing a car to Tompkins County during the term; (2) a registration fee of \$2 a term (a fine of \$10 is levied if the car is not registered within the specified time); (3) if the student is under 21, written consent of his parent or guardian; (4) evidence that the student may drive in New York State and that the vehicle may be driven here; (5) evidence that the vehicle is insured at the standard

minima of \$10,000–\$20,000–\$5,000. Students may not park motor-driven vehicles on the campus except when permission has been granted in cases of physical disability or extreme hardship. Motorcycles and motor scooters must be registered but may not be used on the campus during class hours. Correspondence regarding motor vehicles should be addressed to the Safety Division, 101 Edmund Ezra Day Hall.

FINANCIAL ASSISTANCE

SCHOLARSHIPS AND FELLOWSHIPS. . . . A number of scholarships and fellowships are available each year both to Master's and to Ph.D. candidates. However, application procedures differ somewhat for the former as opposed to the latter.

AWARDS TO MASTER'S CANDIDATES

Through the generosity of The Alfred P. Sloan Foundation, Inc.; Bache and Company; Claude C. Harding, Vice-President of the Grolier Society; the Cornell Aeronautical Laboratory; and other friends of the School, a number of substantial fellowships and scholarships are available to qualified students. With the fellowships which comprise the larger awards, proved scholastic ability is the essential qualification. With the scholarships, awards are based on both scholastic ability and financial need.

It is expected that Sloan Fellowships for study in the area of hospital administration will be awarded for the year 1957–1958. The Bache Fellowship in Finance is an annual award of \$2500 to assist an outstanding Master's candidate primarily interested in finance. The Cornell Aeronautical Laboratory Fellowship is an award made annually to an outstanding Master's candidate whose undergraduate training has been in the field of engineering. The Harding Scholarships may vary in size according to the needs of students, without regard to their fields of specialization or to their previous training.

The University has also made available the funds for a number of additional fellowships and for tuition and partial-tuition scholarships. Grants from these funds are also made on the basis of financial need and academic promise. All grants will normally be made in the form of allowances against tuition, except when the amount of the grant may exceed tuition, in which case, the excess becomes a stipend to the student.

Applications for scholarships and fellowships by prospective Master's candidates must normally be filed before March 1 for the fall term. New applications for the spring term must be filed by January 1. Application forms may be obtained from the Administrative Secretary of this School.

In addition to the scholarships mentioned above, there are a number of scholarships available elsewhere in the University for which certain double-registrants in this School are eligible. Those interested should consult the University publication, *Financial Aids and Scholarships*, which may be obtained from the Announcements Office, Edmund Ezra Day Hall.

AWARDS TO DOCTORAL CANDIDATES

For information concerning applications for fellowships and scholarships for advanced work, see the section of this Announcement relating to the Ph.D. degree program. While the applications for such fellowships and scholarships are made through the Graduate School, awards made from the funds of this School are granted on the advice of the scholarship committee of this School. For information concerning graduate scholarships and fellowships granted from funds other than those of this School, see the *Announcement of the Graduate School*.

RESEARCH AND TEACHING ASSISTANTSHIPS... These positions are not normally open to Master's candidates, and in no case are they open to a Master's candidate who has not completed at least one year's work toward his professional degree. However, Ph.D. candidates may apply for the limited number of positions available, whether or not they have done prior work at Cornell. Inquiries should be directed to the Administrative Secretary, in care of this School, as the decision concerning such matters rests with this School rather than with the Graduate School.

LOANS... Much of the financial aid which the University is able to give students is in the form of loans from the income of certain endowments. The benefits of these loan funds go to students who have been in residence and in good standing for at least two terms, though in some cases loans may be made to students from other schools who are commencing their graduate program. Application should be made to the Office of the Dean of Men and the Dean of Women, Edmund Ezra Day Hall. Limited loan funds are also available from Business and Public Administration, Inc., a nonprofit corporation governed by the Faculty, alumni, and student members of its Board of Directors. Funds which have been accumulated by the corporation are administered and disbursed by this board in the form of graduate student aid. Application should be made to the Director of Student Affairs of this School, McGraw Hall.

PLACEMENT SERVICES

STUDENT PLACEMENT... While the School cannot accept responsibility for placing its graduates in suitable positions, it does make

every effort to assist them in helping themselves. Each year Cornell University attracts to its campus, for participation in placement activities, one of the largest groups of representatives of business organizations and governmental agencies to come to any university. This is in part the result of the carefully organized nature of placement activities at Cornell.

The University maintains a full-time placement director and staff who coordinate the placement services of the University as a whole. In addition, each school and college, including the Graduate School of Business and Public Administration, maintains its own specialized placement office. The services are so coordinated that the interested student may easily find out about and take part in any placement interviews for which he may be qualified, whether they are held under the auspices of this or any other school or college of the University. In addition, a student may receive assistance in obtaining information concerning any concern or organization in which he is interested, in learning about interview and job placement procedures, in developing lists of potential employers when such employers do not send representatives to the campus, and in meeting the requirements of examinations for the many branches of the federal, state, and international civil services. Special services are available for women.

Students especially interested in particular placement opportunities and possibilities should write directly to the Placement Director of the Graduate School of Business and Public Administration, Room B-20a, McGraw Hall, or to the Director of Placement, Cornell University, 122 Edmund Ezra Day Hall.

UNIVERSITY TESTING AND SERVICE BUREAU AND THE VOCATIONAL GUIDANCE OFFICE.... The University Testing and Service Bureau has been authorized to carry on the following activities of interest to students: (1) the administration of scholastic and aptitude tests to individual students at the request of a member of the faculty or an administrative officer of the University; and (2) the administration of special achievement tests to groups of students when requested by a faculty member or an administrative officer of the University.

Students of this School who are interested in utilizing the services of the Bureau for vocational or other testing purposes should consult first with the Director of Student Affairs of the Graduate School of Business and Public Administration or with one of the vocational counselors in the Vocational Guidance office of the Dean of Men and the Dean of Women, Day Hall.

The Vocational Guidance office also maintains an occupational information file to aid students in making a choice of a career. Many kinds of up-to-date information on career requirements, amounts and

kinds of preparation needed, and ways of entering fields of work are to be found in the file. Several hundred career fields are included.

Remedial reading services are available from the Testing and Service Bureau, and interested students should consult with the Director of Student Affairs of this School. Graduate students should keep in mind that these services are normally available to them only during the spring term, as the services are limited to freshmen during the fall term.

MILITARY PROGRAMS

The third and fourth years, Advanced ROTC, are elective and qualify a student for appointment as a Second Lieutenant in the U.S. Army Reserve or the Regular Army. These courses are open to graduate students who have satisfactorily completed a basic course in ROTC while undergraduates and who are enrolled in a two-year graduate program leading to a degree. Interested graduate students should apply to the Professor of Military Science and Tactics for further information or enrollment. See the *Announcement of Independent Divisions and Departments* for additional details and specific courses offered.

ALUMNI SERVICES

ALUMNI PLACEMENT. . . The placement services of this School and of Cornell University do not end with graduation. Alumni of this School are circularized each year by the School's Placement Director as to their employment preferences. The information thus obtained enables the School Faculty, the Placement Director of this School, and the University's Director of Placement to handle to the best advantage of all concerned an increasing number of requests from industry for alumni of the School who have various specialized or general qualifications.

In addition, interested alumni of this School may utilize the unusually complete alumni placement services of the Director of Placement of the University, who maintains an office both in Day Hall in Ithaca and in the Cornell Club of New York City, at 107 East 48th Street. This service has grown so that it is now used annually by more than 2,000 alumni and approximately 800 employers. "Job Bulletins" are published semimonthly and are supplied to alumni who have registered with the Director of Placement. Other bulletins, such as the "Women's Job Bulletin" and the "Veterans' Bulletin," have been designed for specific placement purposes. These services are available to any Cornellian, whether or not he has obtained degrees from other institutions prior to coming to Cornell.

SPECIAL ALUMNI PROGRAMS. . . At the other end of the educational continuum from the orientation activities of the entering student is a series of special programs designed to keep alumni abreast of the significant developments within the School and in business and public administration generally. One of these programs centers in the annual Alumni Fall Weekend, when alumni of the School hold their annual meeting, participate in discussions of the School's programs, and plan alumni activities for the coming year.

ENTRANCE PROCEDURES

ADMISSION REQUIREMENTS

FOR THE M.B.A. OR M.P.A. DEGREE . . . Consideration for admission to the Graduate School of Business and Public Administration as a candidate for one of the professional degrees is given to graduates of recognized colleges, universities, or technical schools in this country and abroad who hold a baccalaureate degree or its equivalent.

ENTRANCE EXAMINATIONS

The School requires applicants for admission to the Master's degree program to take the Admission Test for Graduate Study in Business or the Graduate Record Examination in Government. Under justified circumstances, this requirement may be waived by the Committee on Admissions.

These examinations are administered periodically each year, usually three or four times, throughout the United States and Canada. It is the responsibility of the applicant to arrange to take the appropriate examination, for which a moderate fee is charged. Inquiries about the examinations and applications for taking them should be addressed as soon as possible to the Educational Testing Service, 20 Nassau Street, Princeton, New Jersey. In some cases the necessary applications will be furnished by this School along with other admissions material.

Those who are interested primarily in business administration should take the Admission Test for Graduate Study in Business; those interested primarily in public administration should take the Graduate Record Examination in Government. Upon request of the applicant, the Educational Testing Service will send his score to this School.

The results of these tests will be used by the Admissions Committee as one of the criteria for admission to the School. It is not intended that the tests substitute for an adequate undergraduate college record, recommendations, or other background information. Rather, the tests provide additional objective information for evaluating the qualifications of applicants on a common basis.

DOUBLE REGISTRATION—CHANGE IN POLICY

Until 1955 this School had made it a practice to accept, as Master's degree candidates, qualified seniors from Cornell and other institutions, who could, at the same time, arrange with their undergraduate colleges to accept the first year's work in this School as credit for the senior year

in their undergraduate institutions. However, the designation, in 1955, of this School as the *Graduate School of Business and Public Administration*, has in turn meant a change in the policy of the School toward the admission of seniors into the professional Master's degree programs.

The School recognizes, however, that it has some obligations to students now enrolled at Cornell who may have planned their undergraduate programs to take advantage of the time-saving possibilities of double registration as outlined in previous Announcements of this School. Therefore, the School has not ended all double-registration activities. But it has greatly limited double-registration opportunities, except for students undertaking combined programs involving this School and the College of Agriculture, the College of Engineering, and the Law School.

In general, prospective students should plan their future programs with the following revised double-registration policies in mind:

1. Double registration is no longer possible for students who have undertaken all of their undergraduate work in institutions other than Cornell.

2. Double registration or similar procedures will continue to be permitted within the foreseeable future for students (a) registered in the five-year programs of the Cornell College of Engineering, and (b) from this and other Cornell schools and colleges—and especially the College of Arts and Sciences—who are accepted *both* by this School and by the Cornell Law School for the four-year combined program in administration and law.

3. Double registration or similar procedures will continue to be permitted for students registered in the Cornell College of Agriculture as of the academic year of 1954–1955 and who may wish to undertake the special combined program in agricultural management.

4. Since the fall of 1955, double registration for Cornell students other than those entering the combined programs with the College of Agriculture, the College of Engineering, and the Law School has been made available only to the exceptional students who have both unusually good undergraduate academic records and compelling vocational or personal reasons for undertaking a program involving double registration.

DOUBLE REGISTRATION—GENERAL REQUIREMENTS

Double-registration requirements vary to some extent, depending upon the student's undergraduate school and program. Therefore, a student who wishes to be considered for double registration should inquire as early in his junior year as possible concerning his eligibility for double registration and concerning the requirements which would apply in his case. Such inquiries should first be directed to the Administrative Secretary of the School in Room B-21, McGraw Hall; and, if

necessary, an appointment for a preliminary interview may be arranged with the Director of Student Affairs in the same office.

It is the responsibility of the applicant to arrange with his college office for approval of double registration when applying for admission to the Graduate School of Business and Public Administration. It is also the student's obligation to be sure that he will qualify for his appropriate Bachelor's degree if he completes successfully the first year's work in the Graduate School of Business and Public Administration.

INTERVIEWS

Interviews are not normally required of prospective Master's degree students, except in the case of Cornell students applying for admission on a double-registration basis as noted above and in the case of other students whose admission may involve special problems.

EXEMPTIONS AND SUBSTITUTIONS

The Graduate School of Business and Public Administration does not give course credits for undergraduate work done elsewhere. In special cases, however, it does permit students to substitute electives for required courses when the work of the required course has been substantially covered elsewhere. See also the discussion of exemptions and substitutions in the section entitled "Course Programs."

PREREQUISITES

The School will give predominant weight to the quality of an applicant's previous academic record rather than to particular courses which he has taken. It is recommended, however, that students who plan to enter the School include in their undergraduate programs basic courses in economics, accounting, statistics, and American government. Students who intend to specialize in public administration should include courses in political science in their undergraduate programs prior to entering the School. Students who have not had such work prior to applying are urged to do what they can to acquaint themselves with these subjects during the last semester of their senior year or during the following summer session. In some cases, students who are especially weak in introductory work in political science and economics may be required to take such work during their first year in the School. This work would be over and above the normal minimum of 60 hours required for the M.P.A. or M.B.A. degrees.

The School will expect its students to have and to maintain a command of good oral and written English. Foreign students, especially, should not expect to be able to carry successfully a normal load of graduate work without competence in oral and written English—with such competence interpreted as including not only ability at conver-

sational English but also ability at understanding normal business and governmental administrative terminology.

ADVANCED STANDING

Students who have completed satisfactory graduate work at other recognized graduate schools may be admitted to advanced standing in the School, provided that the course of study taken at other schools for which credit is requested parallels closely the work offered in this School. No degree, however, may be granted for residence of less than one academic year.

In addition, persons holding the baccalaureate degree who have had significant administrative experience in business or public administration may be admitted to advanced standing in the School, provided that such experience is of a character to serve adequately as a substitute for the course work for which credit is requested. The facts in the particular case, after review by the Dean of the School, will determine the amount of credit to be granted toward the fulfillment of degree requirements.

FOR PROVISIONAL CANDIDATES. . . Under special circumstances persons who do not hold baccalaureate degrees but who, by reason of high personal qualifications and extensive administrative experience in business or in public administration, can give assurance of capacity to carry on satisfactorily the work given by the School are eligible to apply for admission as "provisional candidates." Admission as a provisional candidate will be made only after a personal interview and with the approval of the Admissions Committee. On satisfactory completion of one year's work, provisional candidates may be admitted as degree candidates.

FOR NONCANDIDATES. . . The School will accept a very limited number of students each year who, because of special circumstances, do not wish to obtain or do not need to obtain a Master's degree. Admission procedures for students who wish to enter as noncandidates are the same as for provisional candidates.

FOR THE PH.D. DEGREE. . . See the section of this Announcement entitled "Degree Programs." Admission requirements and procedures for the Ph.D. degree are handled by and through the office of the Graduate School.

ADMISSIONS FORMS. . . Applicants for admission to other than the Ph.D. program may obtain admission application forms from the Administrative Secretary, Graduate School of Business and Public Administration, McGraw Hall. The forms should be filled out carefully and returned to the Secretary. Applications for any particular academic

year should be filed at the latest by June 1 preceding the fall term for which admission is sought. Although the School will receive applications after June 1, most available places may be filled prior to that date. Consequently, applicants should file applications as early as possible.

New students will normally be admitted to the School only once a year—in the term beginning in September. Only under exceptional circumstances will applications for entrance at midyear be considered, but it is not possible to guarantee to such students that they will obtain the desired professional degree in two years. This stems from the fact that a number of required courses involve a year's sequence of work which does not commence at midyear.

Applications for admission will be acted on promptly as they are received, providing the applicant is clearly acceptable or clearly unacceptable to the Admissions Committee. Applications deferred for any reason will be scheduled for final consideration by a given date. Applicants will be notified promptly that they have been accepted, that they have been rejected, or that final action will be taken by a stated date.

REGISTRATION

As indicated in the section entitled "Student and Alumni Services," an orientation for new students is conducted during the weekend prior to formal registration in the University and in the Graduate School of Business and Public Administration. New students entering this School in the fall of 1957 should plan to arrive in Ithaca by Friday, September 20, and should be prepared to take part in the orientation program on September 21 and 22. Registration for new students will take place on Monday, September 23.

Former students, including returning second-year students, will commence formal registration on Tuesday, September 24, 1957. All students should refer to the academic calendar at the front of this Announcement for further information concerning the dates of instruction.

Students who are registering at Cornell *for the first time* must (1) pay a registration fee of \$28, and (2) present a certificate of vaccination to the Administrative Secretary of this School (see also "Health Requirements on Entrance" below).

Once a new student has been accepted by the School, and not later than the date of registration, he must supply the Administrative Secretary of the School with a small photograph of himself for the School's records.

TUITION AND FEES

Tuition and fees in the Graduate School of Business and Public Administration for each term (there are two terms of sixteen weeks each in the normal academic year) are as follows:

Tuition	\$462.50
College and University General Fee	87.50
	<hr/>
	\$550.00

In addition to these term fees, new students must pay the \$28 fee as explained previously under "Registration." This fee covers matriculation charges and certain graduation expenses. Students who have previously matriculated at Cornell do not pay this fee.

For additional information about rules of payment at Cornell, see the *General Information Announcement* available from the Cornell University Announcements Office, Edmund Ezra Day Hall.*

VETERANS' BENEFITS

All veterans who expect to attend Cornell under the educational benefits provided by Public Laws 894 (Rehabilitation) and 550 (Korean G.I. Bill of Rights) must complete the necessary enrollment forms in the Treasurer's office in Day Hall at the time they register in the University. All inquiries relating to the use of Veterans Administration educational benefits at Cornell should be addressed to the nearest V.A. Regional Office.

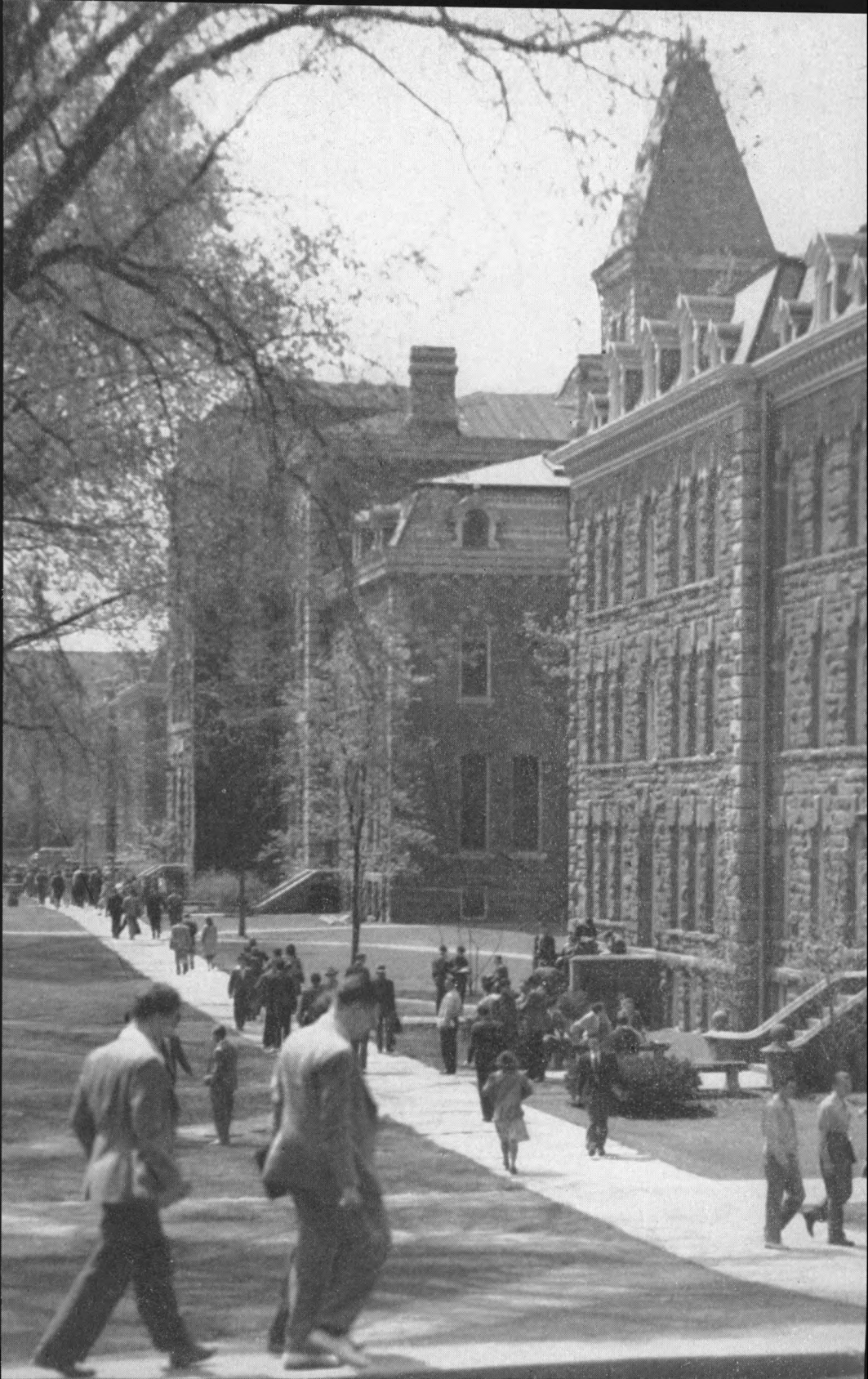
LIVING COSTS

Living costs cannot be stated with the same degree of certainty as regular University charges, since they depend to a great extent upon the individual's standard of living. Recent estimates indicate that men students spend between \$120 and \$180 a term for room and from \$250 to \$320 a term for board. Laundry, done in Ithaca, may require \$30 to \$60 a term. For women, the fixed charge for board, room, and laundry in the dormitories is \$447.50 a term. Books, instruments, and other supplies will cost between \$30 and \$75 a term. Additional allowance must be made for clothing, travel, and incidentals.

HEALTH REQUIREMENTS ON ENTRANCE

The following health requirements for entering graduate students have been adopted by the Board of Trustees of Cornell University. The Board has also ruled that failure to fulfill these requirements will result

*Tuition or fees may be changed by the Board of Trustees to take effect at any time without previous notice.

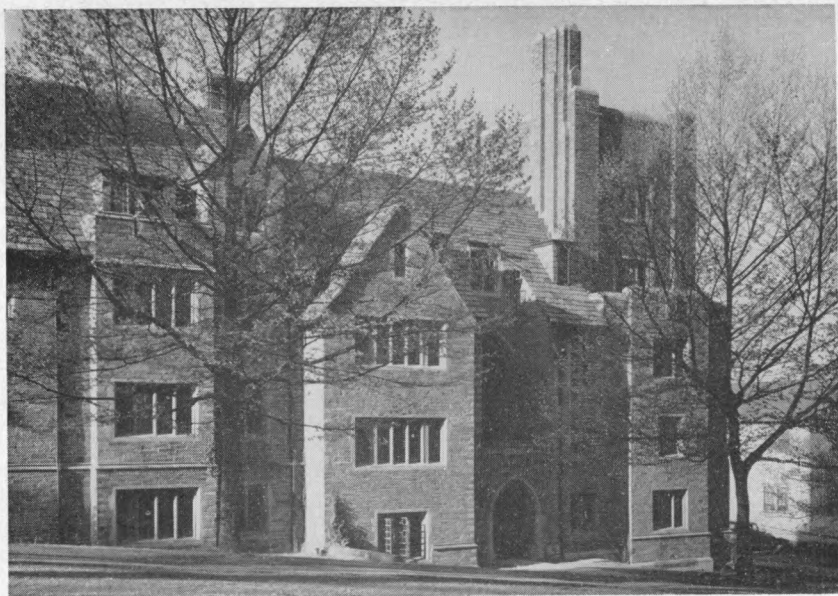




Students analyze radio listening habits.



Discussion in an informal graduate seminar.



The west end of Boldt Hall together with Boldt Tower, the men's residential halls of the Graduate School of Business and Public Administration. Study under the case method in an integrated professional program makes easy group discussion of cases and problems highly desirable, and students are encouraged to take advantage of the accommodations shown above.



A corner of the Business and Public Administration Library in McGraw Hall. This library maintains a basic and selective collection of books, pamphlets, periodicals, documents, and reports. Also available to students are the other library holdings of the University, totaling more than 1,800,000 volumes.

in a recommendation to the Registrar that the student be denied the privilege of registering the following term. The responsibility for fulfilling these requirements rests upon the student.

1. *Vaccination.* A satisfactory certificate of vaccination against small-pox, on the form supplied by the University, must be submitted to the University Medical Clinic before registration. It will be accepted as satisfactory only if it certifies that within the last three years a successful vaccination has been performed or three unsuccessful vaccination attempts have been made. If this requirement cannot be fulfilled by the student's physician at home, opportunity for vaccination will be offered by the Cornell medical staff during the student's first semester, with the cost to be borne by the student. If a student has been absent from the University for more than three years, immunity will be considered to have lapsed.

2. *X-ray.* Every student is required to have an X-ray of lungs, heart, and other chest structures. He may present a chest film, made by a private physician, on or before entrance into the University, provided that the film was secured within six months of initial registration and is of acceptable quality. Otherwise, he will be given opportunity to secure the chest X-ray at the University during the orientation period or during his first semester; he has the responsibility for making the necessary arrangements with the medical staff. The charge is included in the registration deposit and covers any necessary recheck films.

3. *Health history.* Personal health record forms will be sent to graduate students accepted for admission. Students are requested to answer all questions and return the forms to the Administrative Secretary of the School by August 1.

If a student has been away from the University for more than a year, items (2) and (3) will be required upon re-entrance.

COURSE PROGRAMS

THE CURRICULUM of the School is based on the conviction that there is real need for common training in and reciprocal understanding between business and the public service. In either of these broad areas there is also a need for professional specialization.

To this end the courses in the School emphasize the interrelations between the management of business and the administration of public activities. But particular stress is given to a common core of required courses which have been designed to provide in an integrated and coordinated manner the common essentials of good management and administration.

As indicated below, the great bulk of this core course of study is to be taken the first year, leaving the student relatively free to develop his more specialized interests during the second year.

CORE CURRICULUM

IN THE FIRST YEAR... The normal course program of a first-year student will include approximately 17 credit hours of work the first term and 15 to 18 hours the second term.

COURSES REQUIRED OF ALL STUDENTS

All first-year students, unless exempted in accord with policies outlined later in this section, are required to take the following courses for the credit hours indicated:

	1st Term	2d Term
020. Information Sources in Administration.....	2	or 2
100. Introduction to Administration.....	3	
110. Principles of Accounting.....	3	
111. Managerial Accounting		3
<i>(M.P.A. candidates may substitute 217, Governmental Accounting, but it is recommended that they take both 111 and 217.)</i>		
130. Managerial Economics		3

OTHER CORE COURSES

Beyond the above required courses, first-year students must select at least four courses (normally two each term) from among the core courses listed below:

	1st Term	2d Term
101. Personnel Management		3
120. Development of the American Economy and Business Enterprise	3	
121. Recent Economic and Business Changes.....		3
140. Finance		3
<i>(M.P.A. candidates may substitute 245, Governmental Fiscal Management.)</i>		
160. Marketing	3	
<i>(M.P.A. candidates may substitute 275, Procurement, or Arch. 710, Principles of City and Regional Planning.)</i>		
170. Elements of Production—I.....	3	
— Law	3	
<i>(M.B.A. candidates take 150, Introduction to Business Law; M.P.A. candidates take constitutional or administrative law.)</i>		
— Statistics (ILR 510).....	3	
<i>(If not taken first term, must be taken some succeeding term during either year.)</i>		

FIRST-YEAR ELECTIVES

All first-year students are allowed 3 hours of electives each term, for a total of 6 hours during their first year. Some students will wish to carry additional hours from among the courses listed above; others will want to use these hours to commence their concentrations where possible or to use them for "free" electives; while others—particularly some double registrants—may need to use these hours for work in their original schools.

IN THE SECOND YEAR... Required core courses to be taken during the second year are:

	1st Term	2d Term
204. The Governmental Process.....	3	
<i>(Required only of students with no prior work in government, unless exempted because of special and unusual circumstances by an adviser with the approval of the Dean. This course may, however, be taken the first year, if the student's schedule permits.)</i>		
232. Private Enterprise and Public Policy.....		3

CONCENTRATIONS

In addition to fulfilling the core course requirements outlined above, each student must complete (normally during his second year) the requirements of a *concentration* plus approved elective hours sufficient to fill out the minimum of 60 semester hours required for graduation. It should be noted that 60 hours is a minimum rather than a maximum requirement; and in some cases students will find that they may be taking more than a total of 60 hours of work in order either to complete their programs or to take advantage of special course offerings in which they are interested.

It will be observed that for many of the concentrations outlined in the next section—for example, those in *accounting, agricultural management, finance, hospital administration, personnel relations, production, and transportation*—many course requirements are common to both *business administration* and *public administration*. This fact reflects the unique character of the curriculum of the School, with its emphasis on comparative administration practices and principles in private and public agencies.

FOR THE M.B.A. DEGREE...Concentrations for this degree are *accounting, agricultural management, business management, finance, hospital administration, managerial economics, marketing, personnel relations, production, transportation, and special*.

FOR THE M.P.A. DEGREE...The School's program in Public Administration is based upon the central role of government in modern life, the rise of the career public service, and the consequent increasing demand for trained public managers. Recognizing the fact that public administration both assumes substantive policy-making responsibilities and also undertakes primary responsibility for the processes of management, this School makes every effort to develop both the student's knowledge and competence in administration and his knowledge and understanding of public policy itself. While providing for a considerable amount of individual concentration, the program is nevertheless primarily concerned with the development of public administrators who are at home both with program problems and with the practicalities of day-to-day administrative activities.

The program is intended for students who aspire to careers in local, state, federal, or international agencies. It may also be designed for those who plan to work with private enterprise in the management of its relationships with government. Concentrations may be arranged in any one of these areas.

In view of the fact that the public service draws upon many professions, including law, engineering, accounting, public health, public welfare, agriculture, penology, and medicine, it is expected that students will come to the School with varying degrees of preparation and background in government and its administration. Because candidates from all these fields, as well as those with more general training, are encouraged to enroll, a particular effort is made to devise individualized programs for each of the students. Examples of such individualized programs recently undertaken by M.P.A. students are programs in resources management, Southeast Asian public administration, and public utilities.

Concentrations for the Master of Public Administration degree are available in the fields of *agricultural management, city management,*

finance, hospital administration, personnel relations, public management (with general public administration, federal administration, and international and foreign operations options), *transportation*, and *special* (referred to above).

The objectives of the concentrations and the requirements of each program are described in the next section, entitled "Concentrations."

EXEMPTIONS AND SUBSTITUTIONS

Except for the courses indicated immediately below and except in the special cases of certain combined programs, the School will not ordinarily grant exemptions from required courses in the first-year program in recognition of work taken elsewhere under similar title. The exceptions are (1) Statistics, and (2) Accounting 110-111, exemptions from which are subject to the provisions outlined below as well as the approval of the student's adviser and, in some cases, the Dean.

Students who have had a three-hour undergraduate course in statistics may be exempted from the statistics requirement. No exemption from accounting will normally be granted unless the student has completed satisfactorily a minimum of one year's work in principles of accounting in an accredited accounting program elsewhere. Exemptions will be granted from Accounting 110 *only*, except for (1) Cornell students who have already received credit for Accounting 110 and 111; (2) candidates for the M.P.A. degree who, with the approval of their adviser, wish to substitute Accounting 217 (Governmental Accounting) for Accounting 111, and (3) students planning to take the concentration in professional accounting who, with the approval of their adviser, wish to register in advanced accounting courses during their first term in this School. The content of Accounting 111, generally required of all students in the School, regardless of their prospective concentration or their undergraduate work in accounting, has been especially adapted to the needs of the administrator.

That, however, special circumstances may justify deviation from these requirements is recognized. Students who, before entering the School, have had courses which might be regarded as substantially equivalent to the required courses listed above may make application through their advisers for specific exemption. Official descriptions of equivalent courses previously taken elsewhere must accompany such applications, together with a statement of the circumstances that would appear to justify the proposed action. If exemption is allowed, the student will be permitted to substitute electives approved by his adviser.

In the case of double registrants from the College of Agriculture and the College of Engineering, and in the case of students undertaking the combined program of this School and the Law School, additional

special provisions concerning exemptions and other course program matters apply as the result of the development of joint programs by the schools concerned. See the "Special Master's Degree Programs" in the section on "Degree Programs" for further information concerning these special procedures, the full details of which will be supplied, on request, by the Administrative Secretary of this School, Room B-21, McGraw Hall.

CONCENTRATIONS

THE CONCENTRATIONS in which individual students may specialize are listed in alphabetical order below, together with the degree program to which they apply. As indicated earlier, special programs may be arranged for qualified students, and the regulations governing such concentrations may be found in part under the section entitled "Degree Programs" and in part under the *special* concentration heading at the end of this section.

ACCOUNTING (M.B.A. DEGREE)

A student may pursue either of two *accounting* concentrations depending on his vocational aim. The first may be designated *general* and is designed to fit the student for a position in the accounting department of a business or a governmental agency; the second, the *professional*, is designed to prepare the student for a career in public accounting and fulfills the academic requirements for the Certified Public Accountant certificate in New York State.

THE GENERAL ACCOUNTING PROGRAM...The general accounting concentration is flexible, depending on the student's preparation prior to entering the School and his proposed vocational objective. A student electing the general accounting concentration must fulfill the following requirements in accounting plus all other School requirements: (1) Complete BPA 112, Advanced Accounting; and BPA 210, Cost Accounting; and (2) complete six additional hours of accounting work to be selected from the remaining courses listed under accounting in the "Description of Courses."

THE PROFESSIONAL ACCOUNTING PROGRAM...Because of the complicated nature of certain requirements for the Certified Public Accountant certificate, the student contemplating the professional accounting program should consult with a member of the accounting staff at the earliest possible date prior to or immediately after initial registration. However, this much may be said here—the New York State Education Department requires applicants to any part of the examination in certified public accountancy to have been graduated from a college offering an accounting curriculum registered by the State Education Department and to have completed the following courses and credit hours: Liberal arts, 48; business subjects, 60 (including accounting, 24; law, 8; finance, 8; economics, 6; and other business subjects,

14); and electives, 12. These requirements may be met by combining undergraduate work with the work offered in this School; but before this School will certify that a student has completed the above curriculum, it will require submission of official records in evidence thereof. Students who have not completed these requirements will not be certified to the New York State Education Department.

A student who plans to fulfill the academic requirements for the C.P.A. certificate (New York) should elect BPA 217, Governmental Accounting, and must complete the following program of courses in addition to BPA 112 and 113, Advanced Accounting:

	<i>1st Term</i>	<i>2d Term</i>
150. Introduction to Business Law.....	3	
151. Law of Commercial Transactions.....		3
210. Cost Accounting.....	3	
212. Cost and Budgetary Control.....		3
214. Tax Accounting.....		3
216. Auditing Procedure.....	3	
250. Law of Business Associations.....	3	

Students who plan to take the second-year professional accounting concentration, described immediately above, are advised to complete a year's work in accounting, where possible, before entering the School. It is possible to complete the work of the professional accounting concentration without such pre-entrance accounting work, but this requires a very rigid schedule during the students' two years in the School. Moreover, if they have not received credit for at least three semester hours of work in the general field of finance before entering this School, they must take six hours of work in finance beyond the three-hour first-year course. Students must decide at the beginning of their first year whether they wish to take the special professional accounting concentration. Otherwise, they will have to spend an additional year in the School to complete the required work. In special cases, accounting students may be allowed to substitute other courses for BPA 204 and 232.

ACCOUNTING INTERNSHIPS...For students with outstanding records, accounting internships may be arranged during their second year of study. Internships involve approximately six weeks of work—for which students are reimbursed at approximately the rate for junior accountants—during the winter months with cooperating public accounting firms.

AGRICULTURAL MANAGEMENT

(M.B.A. or M.P.A. Degree)

This concentration is designed especially for students who have completed undergraduate programs in agriculture at Cornell or elsewhere,

and who wish to pursue work in the fundamentals of business and public administration together with advanced study in *agricultural management*. For this purpose this School and the College of Agriculture have combined their resources. There are substantial opportunities in the agricultural industries and in governmental agencies dealing with agriculture for persons possessing this combined background.

THE PROGRAM IN MANAGEMENT OF AGRICULTURAL INDUSTRIES... Commencing with the school year of 1956-1957, an expanded special program—within the *agricultural management concentration*—is being offered. This program consists of appropriate introductory work both in this School and the Cornell College of Agriculture, followed by BPA 285 and 286, Seminars in the Management of Agricultural Industries, and related advanced work chosen with the approval of the student's adviser.

OTHER PROGRAMS IN AGRICULTURAL MANAGEMENT... In addition to the above, programs may be arranged—also within the *agricultural management concentration*—in the following fields of study: Management of Agricultural Cooperatives, Agricultural Credit Administration, Agricultural Marketing, Governmental Agricultural Policy and Administration, and Resources Management. The potential combination of courses offered in this School and in the College of Agriculture that would satisfy the objectives in each of these special fields is too great to permit elaboration in this Announcement. More detailed information will be supplied on request by the Administrative Secretary of this School.

SPECIAL PROVISIONS FOR STUDENTS IN THE CORNELL COLLEGE OF AGRICULTURE... A fourth-year student registered in the College of Agriculture may be admitted without the formality of double registration provided he files and obtains acceptance of his application by the School with the approval of his College. The fourth-year work of such a student, taken in conformity with an approved program, will be accepted in satisfaction of the first 30 credit hours of the total of 60 credit hours necessary for the Master's degree in business or public administration. In this approved fourth-year program, the Faculty of the College of Agriculture permits its students to count toward their social studies requirement up to 9 hours from courses in business and public administration, except courses in statistics and accounting.

In the student's fifth year, he should first plan to take such common core courses as are required during the second-year program (see the previous section of this Announcement) of all prospective M.B.A. or M.P.A. candidates. Of his remaining semester hours (normally at least

18) in that same year, at least one-half will normally be taken in the Graduate School of Business and Public Administration, and the remainder will generally be taken from work at the graduate level offered in the College of Agriculture. Programs will be worked out with the advice of a Joint Advisory Committee of the two schools to best promote the student's career prospects in his chosen field. Such fields may include any of those outlined above.

BUSINESS MANAGEMENT (M.B.A. Degree)

The program in *business management* is offered in recognition of the high premium which modern business places upon the skills of organizing, planning, coordinating, directing, supervising, analyzing, and evaluating. The growth in size of business enterprises, their complexity and specialization, the necessity for rapid and continuous adaptation in policies and methods, the recent trends toward decentralization in both decision-making and operations—all place new emphasis upon the over-all knowledge and skills and upon the staff activities assisting in coordination and control. The concentration in business management will stress the administrative process as such, particularly in its policy-making and in its unifying and coordinating functions.

The business management program is arranged to meet the needs of those students who look toward general rather than specialized careers, those who expect to operate businesses of their own, and those who are interested in such positions as staff assistants, management consultants, or general supervisors. The program is also designed for those students who prefer not to choose a field of specialization but to prepare themselves, through fundamental training, to assume responsibility and leadership in any business field in which they later find opportunities. Requirements of this concentration are listed below.

	1st Term	2d Term
200. Business Policy Formulation.....	3	
223. Advanced Business Management.....		3
*202. Human Relations in Administration.....	3	
*Collective Bargaining, Mediation, and Arbitration (ILR 500)	3	or 3
†120. Development of the American Economy and Business Enterprise	3	
†121. Recent Economic and Business Changes.....		3
†209. Small Business Management.....		3
†222. Comparative Business Administration.....	3	
†233. Management Surveys: Organization and Methods.....		3

*Optional: one course required.

†Optional: three courses required.

CITY MANAGEMENT (M.P.A. Degree)

A concentration in *city management* is offered for the student who is preparing for a career service as a professional city manager, or a chief administrative officer, and who comes preferably with an undergraduate background in engineering, economics, government, or business administration.

A student electing this concentration will pursue during his first year substantially the same basic program as other students but with the option of two or three additional courses. In the second year he can select from a wide range of courses offered in this School, the College of Architecture, the College of Engineering, and the Law School. A typical second-year program will include six hours in BPA 218-219, Municipal Administration, three hours of BPA 232, Private Enterprise and Public Policy, and a minimum of 21 additional hours. A student preparing in this area will select his second-year work, with the approval of his adviser, from among the following courses:

	1st Term	2d Term
218-219. Municipal Administration	3	3
201. Seminar in Public Administration	3	
203. Seminar in Public Personnel Administration		3
204. The Governmental Process	3	
205. State Administration		3
217. Governmental Accounting	3	
225. Management of Public Business Enterprises.....		3
233. Management Surveys: Organization and Methods....		3
245. Governmental Fiscal Management		3
247. Investment in Government Securities		3
275. Procurement	3	
Principles of City and Regional Planning (Arch. 710)	3	
Traffic Engineering (Eng. 2620)	3	
Public Health (Eng. 2509)		3
City Planning Practice (Arch. 711)		3
Municipal Sanitation (Eng. 2532)	3	
Planning Administration (Arch. 716).....		2
Planning and Zoning Law (Arch. 717)		2
Public Problems in Urban Land Use (Arch. 715)	2	
Seminar in City and Regional Planning (Arch. 714)....	2	
Housing (Arch. 713)		2
History of City Planning (Arch. 700)		3
Taxation (Agr. Econ. 138)	3	

FINANCE (M.B.A. or M.P.A. Degree)

The administration of financial affairs in business and government plays a critically important role in administration. It is essential, therefore, that the student of administrative processes possess a broad understanding of the function of finance, its mechanisms, and the operation of the financial system. Moreover, considering the intricate interrela-

tionships between business and government in the realm of finance, it is equally essential that all students of finance understand something of the problems of both business finance and government finance. The two programs outlined below are designed to promote such understanding, while at the same time allowing adequate specialization for those planning for careers in either business or government.

THE BUSINESS FINANCE PROGRAM (M.B.A.)... The program in *business finance* presents an integrated treatment of the operational aspects of business and investment finance, the functions of financial institutions and capital markets, and the basic economic and legal framework of financial organization. It is designed to meet the needs of students who look forward to specialized careers in the financial management of business and to careers in commercial, savings, and investment banking, financial counseling, and investment management.

The requirements for the finance concentration include the courses listed below. By inclusion of electives in other areas of instruction, greater emphasis may be placed on certain specialized phases of the subject. BPA 214, Tax Accounting, and BPA 220, Public Utilities, are strongly urged for students interested in investment analysis and management.

	1st Term	2d Term
140. Finance		3
*215. Financial Accounting	3	
*220. Public Utilities	3	
*240. Analysis of American Industries (4 hours)	2	and 2
243. Financial Management	3	
244. Investment Management		3
*246. Financial Institutions and Capital Markets	3	
*247. Investment in Government Securities		3

*Optional: three courses required.

THE PUBLIC FINANCE PROGRAM (M.P.A.)... Specialization is offered in *public finance administration* for those planning careers as financial consultants or management counselors working with public bodies. High-caliber, well-trained specialists are needed at all levels of government. This functional field includes a wide range of related areas: public budgeting, governmental accounting and auditing, purchasing, debt administration, inventory and property controls, tax administration, and financial reporting.

A student preparing in this area will elect second-year work, with the approval of his adviser, from among the following courses:

	1st Term	2d Term
210. Cost Accounting	3	
214. Tax Accounting		3
215. Financial Accounting	3	
217. Governmental Accounting	3	

	<i>1st Term</i>	<i>2d Term</i>
225. Management of Public Business Enterprises		3
243. Financial Management	3	
244. Investment Management		3
245. Governmental Fiscal Management		3
246. Financial Institutions and Capital Markets	3	
247. Investment in Government Securities		3
275. Procurement	3	
Taxation (Agr. Econ. 138)	3	
Federal Public Finance (Econ. 575)		3
Public Finance (Econ. 575)		3
National Income and Wealth (Econ. 309)	3	
Money, Currency, and Banking (Econ. 203-204)	3	3
Financial History of the United States (Econ. 231)	3	

HOSPITAL ADMINISTRATION

(M.B.A. or M.P.A. Degree)

The concentration in *hospital administration* is designed to prepare students for the rapidly expanding role of the modern hospital administrator operating under either private or governmental auspices.

While individuals with work experience in this and related fields will not be excluded, the program is oriented primarily toward those from the age group of twenty-four to thirty, whose undergraduate or other professional work has been but recently completed.

The general framework of this concentration is built around two years of work in residence including short periods of field training.

THE PROGRAM IN RESIDENCE... The work in residence is built around four main categories of materials, outlined below. In general, the student will take the largest part of his work in categories 1 and 3 during his first year and in 2 and 4 during his second. Those whose previous education and experience have included a portion of 1 and 2 will have opportunity for a more than usual concentration upon 3. Similarly, those whose prior professional training has equipped them in much of 3 will be able to give greater weight to 1 and 2. All students, whatever their background, would give equal attention to category 4. These categories are as follows:

1. *General administrative practice.* This includes work in organization, human relations, supervision, communication, policy formulation, planning, control, and administrative behavior. Taught primarily by the case method, courses in this category draw heavily upon existing courses, which are already designed for broad administrative application.

2. *Specific management practice.* This includes more specialized course work in finance, statistics, accounting, procurement, material and cost control, methods analysis, personnel management and indus-

trial and community relations, capital budgeting, and plant maintenance. In addition, attention will be given to the development—with considerable emphasis upon case materials—of skills in conducting staff meetings and problem-solving conferences, and to the acquisition of skills in oral and written reporting.

3. *Health program.* This work is designed to familiarize the administrative generalist with broad community patient-care needs, and the general methodologies, equipment, objectives, values, and behavior patterns of the several professional groups involved in the work of the hospital. Those not prepared in this area from previous education will receive an orientation in medicine, psychiatry, nutrition, social service, and related specializations. This work will also provide students with an appropriate understanding of the social and economic aspects of medical care.

4. *Hospital practice.* This is capstone work designed to apply general administrative knowledge and practice to the specialized situation of the hospital. It covers such problems of hospital organization and management as involve nursing service, purchasing, maintenance, social service, dietary and medical services, and admitting procedures. This work is conducted largely through seminars and practical field work in hospitals.

FIELD TRAINING. . . . Academic work is enhanced by carefully supervised field training, and the program in hospital administration will consist of such field work for appropriate periods in selected hospitals. During these periods the progress of the student is reviewed jointly with the student and his supervisor.

FURTHER INFORMATION. . . . See also the first section of this publication for information concerning the "Sloan Institute of Hospital Administration." For further details concerning the content of the degree program in hospital administration, write to the Director, Sloan Institute of Hospital Administration, in care of this School.

MANAGERIAL ECONOMICS

(M.B.A. Degree)

This concentration is designed for students interested in professional careers in economics in industry and government. Increasing opportunities for such careers are developing among the staffs of large industrial corporations, banks, insurance companies, merchandising firms, and foreign-trade organizations as well as within many departments of federal and state government.

The program is designed to enable the student to acquire some competence in the analysis of economic affairs. More particularly, the

student may expect to be concerned with such matters as forecasts of general business conditions; analyses of the economic position of particular industries or segments of the economy, trends in material and component prices, trends in money supply and interest rates, and the economic impact of governmental policies; the production of data essential for the development of marketing price structures; the study of special foreign economic situations; and the development of other types of studies which are greatly aided by a knowledge of economic and statistical theory, data, and techniques.

For a student to undertake this program some undergraduate work in economics, particularly in economic theory, is considered almost essential. If a student has an inadequate undergraduate foundation in economics, he should plan to remedy this deficiency by taking as extra work one or more suitable courses during his first year in this School.

The subject matter of BPA 130, Managerial Economics, and BPA 232, Private Enterprise and Public Policy, both of which are required of all students, is relevant to this concentration. In addition, to fulfill the requirements of this concentration, a student must plan to take during his first and second years 21 hours of work, to be selected with the guidance of his adviser from among the following:

	<i>1st Term</i>	<i>2d Term</i>
120. Development of the American Economy and Business Enterprise	3	
121. Recent Economic and Business Changes		3
230. Business Policy and Economic Instability	3	
231. Competitive Behavior and Public Policy		3
239. Business Forecasting	3	
240. Analysis of American Industries (4 hours)	2	and 2
246. Financial Institutions and Capital Markets	3	
262. Marketing Research		3
*—, Graduate Seminars in Economics	3	3

*This work may be selected from among appropriate graduate seminars in the Department of Economics of the College of Arts and Sciences.

MARKETING (M.B.A. Degree)

The responsibilities of the marketing sector of the economy are to encourage the consumption of goods and services and to provide for the orderly movement of these commodities through productive stages to ultimate consumption. The tremendous productive capacity of this country and the growing flow of new products from technical laboratories underline the importance of these responsibilities. Management defines markets, strengthens the sales organization and distributive channel in order to reach these markets, plans and administers promotional programs, and maintains close watch of customer requirements and competitor strategy to guide it in establishing pricing and product development policies.

The *marketing* concentration has been designed for students planning to accept positions in manufacturing sales organizations, retailing and wholesaling firms, and specialized facilitating agencies. Emphasis is placed upon current developments in the field, the close relationship between marketing and government and between marketing and other activities of the business enterprise, and the need for revising policies and methods to meet changing conditions. Requirements of this concentration are listed below.

	1st Term	2d Term
160. Marketing	3	
262. Marketing Research		3
269. Marketing Seminar		3
*261. Sales Management		3
*263. Retailing		3
*264. Advertising Management	3	
*266. Foreign Marketing		3
*275. Procurement	3	
†200. Business Policy Formulation	3	
†202. Human Relations in Administration	3	
†209. Small Business Management		3
†222. Comparative Business Administration	3	
†230. Business Policy and Economic Instability	3	
†231. Competitive Behavior and Public Policy		3
†239. Business Forecasting	3	

*Optional: two courses required.

†Optional: two courses required.

PERSONNEL RELATIONS (M.B.A. or M.P.A. Degree)

This concentration in *personnel relations* is designed for students who are interested in the policies and methods developed by business and public agencies for dealing with the people who work for them. The selection, compensation, and training of personnel and the development of man-power resources is one of the most important and difficult tasks of the modern manager. The personnel function in all large enterprises now requires the skill of a professional staff. Personnel managers and their assistants have steadily acquired higher status and broader influence as labor costs, labor relations, and the problems of maximizing production through improved management and motivation have become more important concerns of management.

In addition to increased opportunities for staff personnel specialists in business and government, line officials, including top management, are finding more and more need for knowledge of personnel management in getting results through others.

The requirements for this concentration can be fulfilled by a program of courses including, with the approval of a student's adviser, (1) three courses from among those listed immediately below and (2) three additional courses, selected from those listed below and from

among the wide range of graduate courses in or related to personnel relations offered in other divisions of the University, and especially in the School of Industrial and Labor Relations. For example, courses are available in labor union history and administration, industrial education, labor market economics, industrial psychology, various aspects of collective bargaining, social security, wage and salary administration, job analysis, and human relations.

	<i>1st Term</i>		<i>2d Term</i>
101. Personnel Management	3	or	3
202. Human Relations in Administration	3		
203. Seminar in Public Personnel Administration			3
255. Seminar in Business and Industrial Personnel	3		
Collective Bargaining, Mediation, and Arbitration (ILR 500)	3	or	3

PRODUCTION (M.B.A. Degree)

The organization and management of productive effort has been a constant challenge to business administrators since the beginning of the Industrial Revolution. During the last fifty years the rate of change in productive activity has accelerated rapidly. Dramatic progress has been made on the technical front as evidenced by the steady increase in worker productivity, culminating currently in such developments as automation and the use of electronic computers. The rise of the scientific management movement has marked an equally noteworthy development in the management of the technical aspects of production. At the same time the increasingly intricate relationships of government to productive processes has meant that more and more public administrators, particularly those involved in civil-military activities, are finding knowledge of productive processes essential.

Dramatic though these developments have been, there is a growing realization that the scientific management approach must be modified in order to meet more effectively the complex problems of today. First, we must find ways of integrating the findings of research in the human-relations area into the techniques of scientific management. In the second place, we need to develop more adequate methods of analysis and evaluation so as to improve the quality of production management decisions. Third, ways must be found for more effectively relating decisions in this area to the total administrative process involving the other major divisions of the enterprise. Finally, in order to deal competently with the increasing complexity of production decisions in the social, economic, and political climate in which business operates, it is important that we develop approaches that will be useful in this broader frame of reference.

Consequently, throughout the concentration in *production*, attention is focused on the importance of human relations, on the improvement of decision-making ability, and on the development of a broader

point of view with respect to marketing, finance, accounting, and other internal activities on the one hand, and external influences on the other. Emphasis is placed on the development of administrative rather than technical abilities. Subject matter has been chosen with a view toward developing concepts and approaches which will be useful in the productive phase of any activity whether in a factory, a bank, a retail store, a clerical department, or from the point of view of the administration or control of production activities in military or civil public administration.

The requirements for the *production* concentration can be fulfilled by either of two programs, one applicable to nonengineers and the other suitable for students with an engineering background.

THE PROGRAM FOR NONENGINEERS....In the case of students with an undergraduate background other than engineering, it should be emphasized at the outset that it is entirely feasible to elect a *production* concentration. There are increasing opportunities, particularly in production situations where the technical content of the business is not high, where there are distinct advantages to a more liberal background. This is especially true for individuals concerned with productive effort from a governmental point of view. And even in situations where the work is technical in nature, it is perfectly reasonable for the student to expect to acquire the necessary technical knowledge on the job. For students with a nontechnical background, a *production* concentration should include at least 15 hours selected from the following courses:

	1st Term	2d Term
101. Personnel Management		3
170. Elements of Production—I.....	3	
171. Elements of Production—II.....		3
270. Factory Management	3	
271. Manufacturing Policy Determination		3
272. Manufacturing Analysis		3
275. Procurement	3	
Collective Bargaining (ILR 500)	3	

THE PROGRAM FOR STUDENTS WITH PRIOR WORK IN ENGINEERING....A *production* concentration may be specially designed for a student with an engineering background, with the approval of his adviser. For example, a suitable concentration might be developed by substituting appropriate engineering courses for BPA 170 and 171; the concentration might then include a program of courses selected from the above list.

PUBLIC MANAGEMENT (M.P.A.)

The *public management* concentration is designed for those who wish a broad understanding of public administration such as might be

appropriate for students desiring to enter the public service through the Federal Service Entrance Examination, the New York State Public Administration Internships examination, and the Foreign Service examination, as well as for those planning to enter the joint program in administration and law, described elsewhere in this Announcement. This concentration is also suitable for a student with undergraduate training in a technical subject such as engineering.

The *public management* program is based upon the administrative foundation laid in the first year of core work and will provide the student with more advanced, though still broadly oriented, work in program operations of governmental institutions at the international, federal, state, or local levels as well as advanced work in the important functional and supporting areas of personnel and civil service procedures, public budgeting and fiscal management, and organization and methods work. Those who wish to emphasize a particular institutional framework may wish to consider either the federal or the international administration options within this concentration, or the city management concentration described elsewhere.

All students in the *public management* concentration must, during their first and second year, complete the following work as well as that required under one of the three options outlined immediately below this listing.

	1st Term	2d Term
201. Seminar in Public Administration	3	
203. Seminar in Public Personnel Administration		3
233. Management Surveys: Organization and Methods.....		3
245. Governmental Fiscal Management		3

GENERAL PUBLIC ADMINISTRATION OPTION... Students wishing to continue in a broad approach to public administration must, in addition to the four courses outlined above, complete Course 208, Comparative Public Administration, together with 3 hours of work selected from among Courses 218-219, Municipal Administration; Course 205, State Administration; Course 221, Seminar in Federal Administration; and Course 207, International Administration and Foreign Operations.

FEDERAL ADMINISTRATION OPTION... In addition to the four courses outlined above, this option requires completion of Course 221, Seminar in Federal Administration, together with 6 hours of additional work selected with the approval of the student's adviser. Such work may be selected from among, for example, Courses 180-181, Transportation; Course 225, Management of Public Business Enterprises; Course 234, Administrative Applications of High-Speed Computers; Course 235, Seminar in Military Management and Civil-Military Relations; Course 238, Seminar in Organizational Behavior; Course 247,

Investment in Government Securities; Govt. 216, The American Presidency; Agr. Econ. 138, Taxation; Agr. Econ. 502, Federal Public Finance; or Soc. 304, Bureaucratic Organizations.

INTERNATIONAL AND FOREIGN OPERATIONS OPTION...

In addition to the four courses outlined above, this option requires completion of Course 207, International Administration and Foreign Operations, together with 6 hours of additional work selected with the approval of the student's adviser. Such work may be selected from among, for example, Course 208, Comparative Public Administration; Course 222, Comparative Business Administration; Course 238, Seminar in Organizational Behavior; Soc. 304, Bureaucratic Organizations; course work in international economics in the Department of Economics in the College of Arts and Sciences; work in comparative government and political theory or international law and politics in the Department of Government in the College of Arts and Sciences; work in comparative labor relations and social legislation in the School of Industrial and Labor Relations; or appropriate work in the Department of Sociology and Anthropology in the College of Arts and Sciences.

OTHER POSSIBILITIES... The student may, of course, use his elective hours to supplement either the breadth or depth of his administrative understanding. In so doing, he is encouraged to consider relevant work oriented toward business administration as well as public administration. This is particularly recommended for those anticipating careers in the regulatory commissions or other agencies having close relationships with the industrial, commercial, or agricultural communities. In addition, the student may wish to consider supplementary work in economics either in this School or in the Department of Economics in the College of Arts and Sciences, or appropriate advanced work elsewhere in the University.

For more specialized programs in public administration the student should consider the opportunities outlined under the concentration headings of Agricultural Management, City Management, Finance, Hospital Administration, Personnel Relations, and Transportation. In addition, under the "Special" concentration heading, it is possible for the mature student to take advantage of unusual combinations of work available through both this School and other Cornell educational units and to develop an integrated program tailored to his special interests. All these programs may be designed so that advanced work at the doctoral level is also facilitated.

TRANSPORTATION (M.B.A. or M.P.A. Degree)

This concentration is designed to meet the needs of students interested in careers in the transportation industries, in the management of

the transportation activities of industrial and commercial enterprises, and in the public regulation and operation of transportation. In accordance with the general policy of the School a student entering this concentration will pursue during the first year the same core program as other students. He must also take courses BPA 180-181, Transportation, 3 hours each term, and BPA 150, Introduction to Business Law, 3 hours first term.

For the M.B.A. degree the required courses of the second year are as follows:

	1st Term	2d Term
200. Business Policy Formulation	3	
220. Public Utilities	3	
151. Law of Commercial Transactions		3
280. Transportation Seminar		3
281. Industrial Traffic Management		3
282. Air Transportation Seminar	3	

A normal second-year program will also include the core course BPA 232, Private Enterprise and Public Policy, 3 hours, and at least 9 additional hours to be selected by the student with the approval of his adviser.

For the M.P.A. degree a student must take BPA 200, 220, 280 and 282 listed above, the core course, BPA 232, and, in addition, a substantial amount of work chosen with the approval of his adviser among the following areas of study: Constitutional Law, Administrative Law, City Management, Federal Administration, City and Regional Planning.

SPECIAL (M.B.A. or M.P.A. Degree)

In appropriate circumstances, a second-year student will be permitted to complete a *special* concentration under the supervision and guidance of a Faculty committee. Such a special concentration, for example, might be worked out in resources management or in economic and business history.

A special concentration will normally include from 15 to 21 hours of work during the second year, in addition to the required hours of second-year core courses. These 15 to 21 hours may include approved courses in this School or elsewhere in the University, special reading or research courses, and possibly a research project to be carried out in the field. The program will be devised to fit the needs of the student and the requirements of the selected field of study. Satisfactory performance may be tested by special reports and general examinations (oral and written) as well as by course records. Credit allowed for work accomplished outside formal scheduled courses will be determined by the Faculty committee as approved by the Dean.

DESCRIPTION OF COURSES

IN ADDITION to the courses listed below, many appropriate courses given in other divisions of the University are open to students in the School. The wide range of work offered at Cornell University makes it possible for students in the School to elect courses bearing directly on special areas of student interest such as economics, government, labor relations, production management, agricultural problems, and food and nutrition.

A numerical index of courses is given at the end of this section.

ACCOUNTING

110. *PRINCIPLES OF ACCOUNTING*. First term. Credit three hours. Mr. Shannon. Examinations as necessary, T, W, or Th, 7-9 p.m.

Analytical development of principles and procedures underlying financial statements—the accounting cycle. Primary emphasis is directed to the analysis of business transactions and the financial information afforded thereby.

111. *MANAGERIAL ACCOUNTING*. Second term. Credit three hours. Messrs. Thomas and Bierman. Examinations as necessary, T, W, or Th, 7-9 p.m.

Accounting for managerial control; cost planning; inventory valuation, job order, process, and standard cost procedures; budgeting; corporate accounting; consolidated statements; fund sources and applications; introduction to fund accounting for governmental units. *Prerequisite*: Accounting 110 or equivalent.

112. *ADVANCED ACCOUNTING*. First term. Credit three hours. Mr. Bierman.

Problems of income determination and allocation; the admission, valuation, and presentation of each typical asset and equity element in a balance sheet and the related revenue and expense aspects; analysis and interpretation of financial statements according to varying philosophies; special topics—sinking funds, special reserves, and operating schedules. *Prerequisite*: Accounting 111 or equivalent.

113. *ADVANCED ACCOUNTING*. Second term. Credit three hours. Mr. Bierman.

Accounting for partnerships; consignments; branch and home office relationships; insurance; consolidated statements; foreign exchange; estates and trusts; reorganizations; realization and liquidation proceedings. *Prerequisite*: Accounting 112.

210. *COST ACCOUNTING*. First term. Credit three hours. Mr. Thomas.

Basic cost classifications and records; analysis of manufacturing cost components—material, labor, and burden. Job order and process cost systems. Introduction to standard costs. Cost reports for management. *Prerequisite*: Accounting 111 or equivalent.

212. *COST AND BUDGETARY CONTROL*. Second term. Credit three hours. Mr. Thomas.

The use of budgets and cost analyses to aid management to minimize manufacturing, distribution, and administrative costs. Particular emphasis is given to standard cost systems and flexible budgets as tools for cost control. *Prerequisite*: Accounting 210.

213. *ACCOUNTING THEORY*. First term. Credit three hours. Mr. Thomas.

Accounting concepts and procedures with emphasis on the definition and determination of periodic income. Particular emphasis is given to the measurement of revenue, the absorption of costs, and the shifting price level. *Prerequisite*: Accounting 111 or its equivalent.

214. *TAX ACCOUNTING*. Second term. Credit three hours. Mr. Shannon.

Federal income tax provisions and procedures are emphasized; problems of computing gross income, deductions, credits against net income, and tax liability; preparation of tax returns; special taxes—social security, corporate, estate, and excise taxes; comparison of commercial accounting practices and tax accounting provisions. *Prerequisite*: Accounting 111 or equivalent.

215. *FINANCIAL ACCOUNTING*. First term. Credit three hours. Mr. Holmes.

Examinations of the principles, rules, and conventions underlying the construction of financial statements, including consolidated statements, with particular view to providing an understanding of the possibilities and limitations of financial statement analysis. Financial reporting practices and the techniques of statement analysis will be stressed. Attention will be given to the financial reporting requirements of security regulation agencies. *Prerequisite*: Accounting 111 or its equivalent.

216. *AUDITING PROCEDURE*. First term. Credit three hours. Mr. Bierman.

Investigation of systems of internal control; types of audits; audit procedures; the audit report and auditor's certificate; A.I.A. statements of auditing standards; application of principles in practice case. *Prerequisite*: Accounting 112.

217. *GOVERNMENTAL ACCOUNTING*. First term. Credit three hours. Mr. Hillhouse.

Governmental accounting contrasted with commercial and institutional accounting; problems in fund and budgetary accounting; analysis of state and municipal financial statements for managerial and for investment purposes; accounting for municipal utilities; cost accounting in public management; developments in federal accounting; problems in federal accounting. *Prerequisite*: Accounting 111, or consent of instructor.

ADMINISTRATIVE PROCESS

100. *INTRODUCTION TO ADMINISTRATION*. First term. Credit three hours. Messrs. Presthus and Thompson.

Study of the structures and practices common to governmental, business, hospital, and other large-scale enterprises. Primary emphasis is placed upon policy formation; management of financial, personnel, and material resources, and problems of direction, communication, and coordination. The "administrative process" through which these functions are accomplished is emphasized. A common body of knowledge and concepts with which the more specialized courses in business and public administration may be approached is provided. Each subject is presented through the descriptive literature of the field and is illustrated by selected case materials drawn from business and public enterprise.

233. *MANAGEMENT SURVEYS: ORGANIZATION AND METHODS*. Second term. Credit three hours. Mr. Van Riper.

Concerns the problem of evaluating the effectiveness of the organization and procedures of an established enterprise or governmental agency and of recommending improvements—from the standpoint of the outside consultant, of the comptroller, of the systems and procedures analyst, or of a study group working from within the organization. Consideration is given to such matters as approaches to the measurement of efficiency, the organization of management surveys, survey techniques, organization analysis, procedural analysis, work flow and work distribution analysis

(especially in clerical operations), work measurement above the level of the individual worker, and the formulation, selling, and carrying out of recommendations. *Prerequisite:* Course 100 and, for first-year students, permission of the instructor.

234. *ADMINISTRATIVE APPLICATIONS OF HIGH-SPEED COMPUTERS*. Second term. Credit three hours. Mr. Dale and others.

This course will consider the application of high-speed electronic computers to administrative problems. Course will include familiarization with computing machines in the Cornell Computing Center and others as available. Lectures and case materials will concern such topics as analysis of administrative-data handling problems, the current use of computers in business and government, the place of the computing facility in the organizational structure, the economics of high-speed computation, and the impact of automatic information on decision-making. *Prerequisite:* Course 100 and consent of the instructor.

238. *SEMINAR IN ORGANIZATIONAL BEHAVIOR*. Second term. Credit three hours. Mr. Thompson. Offered alternate years. To be given in 1956-1957.

Analysis of the processes by which objectives and resources are allocated and effort is integrated in large-scale organizations. Emphasis is placed on the consequences for coordination of various patterns of direction, control, communication, and decision-making. Theoretical materials and the results of empirical research are compared. *Prerequisite:* Course 100 and consent of the instructor.

BUREAUCRATIC ORGANIZATIONS (Soc. 304). Second term. Credit three hours. Mr. Thompson.

The twofold objective is to familiarize the student with administrative behavior and with sociological methods of analyzing administrative organizations. Bureaucratic development in different types of organizations, such as corporations, factories, and unions as well as governmental agencies. Implications of bureaucratic structure for the members of an organization, for the public it deals with, and for the democratic society in which it prevails. *Prerequisite:* Course 100 or consent of the instructor.

THE ADMINISTRATIVE PROCESS (Govt. 237). First term. Credit three hours. Mr. Dotson.

An examination of the administrative process in legal terms. An investigation of elements of administrative law, the powers, procedures, and liabilities of administrative officers and agencies. Case materials employed throughout the course.

AGRICULTURAL MANAGEMENT

285-286. *SEMINAR IN MANAGEMENT OF AGRICULTURAL INDUSTRIES*. Throughout the year. Credit three hours a term. Mr. McConnell.

For the advanced study of selected problems of administration and management in industries processing farm products or manufacturing and distributing farm supplies and equipment. Individual and group research projects are emphasized. *Prerequisite:* Course 100.

ADMINISTRATION OF PUBLIC AGRICULTURAL PROGRAMS (Agr. Econ. 237). Second term. Credit two hours. Mr. Lutz.

An examination of existing governmental organization for administering and financing public agricultural programs; a study of some problems of administration and finance, including organization of agencies, management of personnel, budgetary management, interagency relationships (federal, state, and local), and relationships among federal, state, and local levels of government. Agricultural Economics 130 or one or more courses in government and public administration are desirable but not required before taking this course.

BUSINESS MANAGEMENT

200. *BUSINESS POLICY FORMULATION*. First term. Credit three hours. Mr. Dale.

Designed, through the use of the case method, to acquaint the student with major executive problems in various industries and with responsibilities of top management in connection therewith. In this process, training is provided in the diagnosis of current problems and in the formulation of sound administrative policies and practices. Important topics considered include sizing up a company's situation; defining objectives; building and maintaining an administrative organization to carry out plans; and reappraising objectives and policies in the light of changing conditions. *Prerequisite*: Course 100.

209. *SMALL BUSINESS MANAGEMENT*. Second term. Credit three hours. Mr. Dale.

A study of the problems and areas of strength inherent in the relative position of the smaller enterprise. The means of minimizing the smaller firm's disadvantages and maximizing its advantages are considered in the following areas: general management, finance, technology, marketing, and cyclical risk. The major considerations in initiating an enterprise are explored. The study of small business case histories is a principal vehicle for accomplishing the objectives of the course. Throughout the course, the student relates the general considerations to a particular small business enterprise. *Prerequisite*: Course 100.

220. *PUBLIC UTILITIES*. First term. Credit three hours. Mr. Holmes.

The purpose is to acquaint the student with the problems of government and business in the relatively large segment of our economy encompassed by the privately owned public utility industries, especially the electric, gas, and telephone companies. Topics will include the history and present status of rate control by federal and state regulatory bodies, the Holding Company Act of 1935 and corporate reorganizations thereunder, accounting systems, financial structures, problems of growth, and certain unique characteristics of public utilities such as cost patterns, the necessity for long-range budgeting, and government competition. *Prerequisite*: Course 110.

222. *COMPARATIVE BUSINESS ADMINISTRATION*. First term. Credit three hours. Mr. Dale.

Comparative study of top management ideology and organization in major industrial countries; application of administration to foreign companies and subsidiaries and branches of United States companies; historical study of the international management movement. *Prerequisite*: Course 100.

223. *ADVANCED BUSINESS MANAGEMENT*. Second term. Credit three hours. Mr. Dale.

An advanced course in which the primary topics of study will be (1) the mechanics of management—a re-examination of management principles and their application and study of the process of management; (2) the dynamics of management—the impact of personality on business decisions; and (3) the economics of management—especially the quantification of data for managerial decisions. *Prerequisite*: Course 100.

225. *MANAGEMENT OF PUBLIC BUSINESS ENTERPRISES*. Second term. Credit three hours. Mr. Hillhouse. Offered alternate years. Not given in 1957-1958.

A study of the special management problems arising in a growing area of enterprises governed by a combination of business and public management principles. Case material is drawn from public transit systems, the Port of New York Authority, power utilities including TVA, state turnpike and thruway authorities, and municipally owned utilities. Attention is also given to the investment aspects of revenue and authority bonds.

ECONOMIC AND BUSINESS HISTORY

120. *DEVELOPMENT OF THE AMERICAN ECONOMY AND BUSINESS ENTERPRISE*. First term. Credit three hours. Mr. Hutchins.

A study of the development of significant features of the modern economy and of modern business. Attention is particularly focused on the period 1790-1890. European developments of significance to the United States are discussed. Against the general economic background careful study is given to selected case studies illustrating business organization, policy, and practice of the time. The features and concepts of public economic policy are studied, in part by the case method.

121. *RECENT ECONOMIC AND BUSINESS CHANGES*. Second term. Credit three hours. Mr. Hutchins.

A continuation of Course 120 covering the period since 1890. Dominant attention is centered on the rise of big business and on the resulting problems of monopoly, competition, discrimination, financing, management, and public regulation. Characteristic types of business promotion and management are discussed through the case method. Attention is also given to major factors of national economic strength, including power production, technological development, transportation facilities and policy, public and private finance, and foreign trade and investment. Course 120 is not a prerequisite.

ECONOMICS AND POLICY

130. *MANAGERIAL ECONOMICS*. Second term. Credit three hours. Messrs. de Chazeau and Smidt.

Emphasis is placed on identification of policy issues, recognition of alternatives, and the selection and analysis of economic, accounting, and financial data as a guide in decision-making and policy formulation in a business firm or public agency. Particular attention is given to such management problems as risk assumption, product development, marketing and promotional policy, pricing, cost control, and capital budgeting in the competitive situation of the firm. Class discussion is supplemented by case analyses. Students with inadequate training in economics must be prepared to do additional background reading.

230. *BUSINESS POLICY AND ECONOMIC INSTABILITY*. First term. Credit three hours. Mr. de Chazeau.

A study of problems posed by national employment objectives for our private enterprise system. Government monetary-fiscal policies, existing and proposed, are studied from the viewpoint of the nation's economic accounts, the known characteristics of business fluctuations, and the mutual requirements of business and government policy formulation. Particular attention is given to the impact of public action on business policy and to securing business action contributory to economic stability. *Prerequisite*: Course 130 or its equivalent.

231. *COMPETITIVE BEHAVIOR AND PUBLIC POLICY*. Second term. Credit three hours. Mr. de Chazeau.

A study of competitive behavior in market structures importantly affected by large corporate units and organized self-interest groups. Particular attention is given to the determination of public interest in the formulation and administration of the law as applied to business policies and business organization. The possibilities of workable competition are explored from the viewpoint of practicable public policy and of the essential requirements of efficient performance in a dynamic society. *Prerequisite*: Course 230.

232. *PRIVATE ENTERPRISE AND PUBLIC POLICY*. Second term. Credit three hours. Mr. Sheppard.

The interrelationships of business, labor, and government, particularly with respect

to the determination of public policy on matters involving our free enterprise economy. Special consideration will be given to the fundamental administrative problem of balancing interest against interest, evaluation of one point of view against another, and the bringing of integration into administrative decision out of a conflict of views and values in a democratic society. *Prerequisite:* Course 100.

239. *BUSINESS FORECASTING*. First term. Credit three hours. Mr. Smidt.

The primary objective is to develop in students the skills and knowledge needed to prepare economic forecasts. Consideration will be given to the forecasting of important general economic indicators such as Gross National Product and its major components, and to the analysis of demand and supply situations in specific industries. Long-term projections of up to thirty years will be considered, as well as the more usual short-term forecasts for a quarter or a year ahead. The student will be expected to familiarize himself with the current and past behavior of important times series and to prepare specific forecasts. *Prerequisite:* Course 130 or consent of instructor.

FINANCE

140. *FINANCE*. Second term. Credit three hours. Messrs. Nilsson and Holmes.

An introduction to the principles and practices of finance and their application in business and public administration. The uses of financial instruments, problems of short-term and capital financing, methods of security distribution, financial expansion, and reorganization, and the operation of specialized financial institutions and money and capital markets are surveyed. Considerable attention will be given to the methods of financing current operations and to the financial problems of small business. The regulatory aspects of government financial controls are discussed.

240. *ANALYSIS OF AMERICAN INDUSTRIES*. Throughout the year. Credit four hours, two in each term. Mr. de Chazeau.

Emphasis is placed on individual and cooperative research in the economic, technological, and institutional factors that govern the growth and development of industries and the long-run prospects of firms within them. Meeting three hours a week during the first part of the fall term, the class will analyze two basic industries and selected firms within them with a focus on the problems likely to be encountered in such research. The class will then disband while students, individually or in groups of two, conduct their own research on industries and firms, chosen with the approval of the instructor, and prepare a comparative written analysis of the long-term investment prospects of their selected firms. Industries chosen for analysis will generally be restricted to the manufacturing field. Final papers will be submitted during the second month of the spring term. Thereafter, each student will defend his analysis against the critical appraisal of the class, again meeting three hours a week. The class will be held responsible for a general knowledge and critical appraisal of all industries covered and of their relations to the economy as a whole. During the interim research period, the instructor will be available for conferences as desired on research projects. Credit will not be given in this course for less than the two terms of work. *Prerequisite:* Course 130 or equivalent.

243. *FINANCIAL MANAGEMENT*. First term. Credit three hours. Mr. Nilsson.

A study of the financial management of corporations viewed principally from the position of the corporate financial officer. Based largely on the study of cases, the course focuses attention on the organization and operating problems involved in corporate financial administration. Selected problems on promotion financing, planning of capital structure, securities issuance, mergers and consolidations, and reorganization under the federal Bankruptcy Act are considered. Instruments of long-term finance and security devices are studied in detail. Problems of working capital management, methods of budgetary control, and financial planning in relation to

reserve, surplus, and dividend policies are given considerable attention. The impact of federal government regulations on corporate financial policy will be fully discussed. *Prerequisite:* Course 140.

244. *INVESTMENT MANAGEMENT*. Second term. Credit three hours. Mr. Nilsson.

The fundamentals of investment analysis and management, designed primarily for students planning entry into the fields of investment banking and institutional investment. Methods of security analysis, the uses of technical aids in investment analysis, and policies governing the management of investment funds, private and institutional, are studied in detail. Other topics include the organization and functioning of underwriting firms, methods of security distribution, the operation of security markets, brokerage activities, investment counseling, and investment trust management. Considerable attention will be given to the regulatory activities of the federal Securities and Exchange Commission. *Prerequisite:* Course 140.

245. *GOVERNMENTAL FISCAL MANAGEMENT*. Second term. Credit three hours. Mr. Hillhouse.

An advanced course in fiscal management on local, state, and federal levels, including the formulation and use of the budget as a planning and control instrument, governmental auditing, purchasing methods, related aspects of fiscal management, and the investment approach to government obligations. *Prerequisite:* Course 100.

246. *FINANCIAL INSTITUTIONS AND CAPITAL MARKETS*. First term. Credit three hours. Mr. Nilsson.

A study of the place and functions of financial institutions in our business economy and the operation of money and capital markets. Emphasis will be placed on financial policy problems involved in the operation of commercial banks, savings institutions, insurance companies, and other financial institutions. Selected topics include the mechanics of the money market, the structure of capital markets, security portfolio management, the impact of Treasury policies on interest rates and capital markets, and government lending institutions. *Prerequisite:* Course 140.

247. *INVESTMENT IN GOVERNMENT SECURITIES*. Second term. Credit three hours. Mr. Hillhouse. Offered alternate years. To be given in 1956-1957.

The investment merits and problems of state, municipal, and special-district securities (both tax-supported and revenue bonds); public-authority bonds; and obligations of the United States government are emphasized. Special attention is given to the organization of the over-the-counter market for municipals and governments; analysis of government financial statements and use of supplemental data, including commercial credit ratings; and investment portfolio management where bank, insurance trust, or corporate retirement funds are concentrated in public securities. *Prerequisite:* Course 140 or 245.

TAXATION (Agr. Econ. 138). First term. Credit three hours. Mr. Kendrick.

A study of the principles and practices of public finance, with emphasis on taxation. Among the topics examined are growth of public expenditures; the changing pattern of federal, state, and local taxation; the incidence of taxation; and fiscal policy.

FEDERAL PUBLIC FINANCE (Econ. 502). Second term. Credit three hours. Mr. Kendrick.

An examination of national problems of taxation, expenditures, public debt, and fiscal policy.

40S. *THE CORPORATION*. Second term. Credit three hours. Mr. Holmes.

Exploring of selected questions pertaining to the corporation, among which are: Why and how have corporations become important? Who owns them? Who controls them? How are they financed? How does the government enter the picture, particu-

larly with respect to financing? What is the role of the investment banker? Of the securities exchanges? What is our tax structure and its significance in relation to corporate activity?

Offered specifically for students in the School of Industrial and Labor Relations. Not open to M.B.A. and M.P.A. candidates.

HOSPITAL ADMINISTRATION

(For details concerning any aspect of the program in hospital administration, write to the Director, Sloan Institute of Hospital Administration, in care of this School, McGraw Hall.)

LAW

150. *INTRODUCTION TO BUSINESS LAW*. First term. Credit three hours. Mr. Pasley.

A general introduction to the law governing business transactions, with emphasis on the fundamental principles of contracts, agency, negotiable instruments, sales and business associations.

151. *LAW OF COMMERCIAL TRANSACTIONS*. Second term. Credit three hours. Mr. Shannon.

Extended study of these fields of law: contracts, negotiable instruments, sales of personal property, security transactions and related problems. Case method of study is used. *Prerequisite*: Course 150.

250. *LAW OF BUSINESS ASSOCIATIONS*. First term. Credit three hours. Mr. Shannon.

Extended study of these fields of law: agency and business associations, property, bankruptcy, and related fields of law. Case method of study is used. *Prerequisite*: Course 150.

CONSTITUTIONAL LAW. First term. Credit three hours. Mr. MacDonald.

Given in the Law School. A study of judicial interpretation of the Constitution of the United States. Principal attention is given to the commerce power and to the due process and equal protection provisions of the Fourteenth Amendment. Other topics include the federal power to tax and spend, the Bill of Rights, and some of the constitutional law elements of procedure.

CONSTITUTIONAL LAW: THE AMERICAN FEDERAL SYSTEM (Govt. 241). First term. Credit three hours. Mr. Cushman.

Judicial interpretation of the Constitution; the nature of judicial review; separation of government powers; relations between state and national governments; construction of national powers.

CONSTITUTIONAL LAW: FUNDAMENTAL RIGHTS AND IMMUNITIES (Govt. 242). Second term. Credit three hours. Mr. Cushman.

Privileges and immunities of citizenship; protection of civil and political rights; the obligation of contracts; due process of law and the equal protection of the laws.

ADMINISTRATIVE LAW. Second term. Credit three hours. Mr. Freeman.

Given in the Law School. A discussion of the law applicable to determinations involving private rights made by bodies other than the courts. A study of the theory of the separation of powers and of the functions of the three branches of government. The course is centered upon the nature of the various powers over private rights granted to nonjudicial bodies; the nature of the proceeding before such bodies; the manner of the determination of the issue, including executive discretion; and the nature of the control exercised by the courts over such determinations.

THE ADMINISTRATIVE PROCESS (Govt. 237). First term. Credit three hours. Mr. Dotson.

For course description, see the section entitled "Administrative Process."

MARKETING

160. *MARKETING*. First term. Credit three hours. Messrs. Rathmell and Smidt.

A study of the policies and principles governing the distribution of goods from producers to consumers and of the functions performed by the various types of distributive agencies involved. The case method is employed, and the management point of view is emphasized. Special attention is given to governmental rules and regulations affecting marketing activities. Among topics considered are the nature and scope of marketing problems; merchandising; the influence of buyers and consumers on marketing programs; channels of distribution, including an analysis of wholesale and retail agencies; and marketing costs, efficiency, and trends.

261. *SALES MANAGEMENT*. Second term. Credit three hours. Mr. Rathmell.

An analysis of the problems facing marketing management in formulating sales policy and in managing the sales organization. Coordination of personal selling with the other marketing and nonmarketing activities of the firm is stressed. Detailed consideration is given to product and market planning; sales department organization and sales territories; selection, training, compensation, stimulation, and control of salesmen; control of selling costs. Cases devoted to practices of representative companies are examined and appraised.

262. *MARKETING RESEARCH*. Second term. Credit three hours. Mr. Smidt.

The techniques of marketing research are emphasized with major consideration being given to the determination of research objectives and the procedures involved in conducting marketing investigations. While the applications of marketing research receive special attention, the extensive utility of this management tool beyond the usual market survey approach is stressed. Participation in a group project enables the student to apply his knowledge of the subject. *Prerequisites*: Course 160 and Statistics.

263. *RETAILING*. Second term. Credit three hours. Miss Canoyer. Offered alternate years. To be given in 1956-1957.

A study of the retail distribution structure and of the problems involved in successful store operation under current conditions. Among the important topics considered are trends in retailing; store location and layout; buying, merchandise control and pricing policies; store organization and personnel; advertising, personal selling, and customer services (including credit); store operation, accounting, and finance. Term projects supplement classroom work. *Prerequisite*: Course 160.

264. *ADVERTISING MANAGEMENT*. First term. Credit three hours. Mr. Rathmell.

An appraisal of advertising as a management tool in the marketing of consumer and industrial goods. Among the topics treated are research as a basis for defining advertising objectives; determination and control of the advertising appropriation; selection of media; measuring advertising effectiveness; and coordination and integration of advertising with other sales activities. Important case histories are analyzed, and social and economic aspects of the subject are stressed. *Prerequisite*: Course 160.

266. *FOREIGN MARKETING*. Second term. Credit three hours.

A study of management problems encountered by manufacturers serving foreign markets. Among the problems to be considered are determination of market characteristics; organizing for distribution; establishment of productive capacity; branch and assembly plant operations; material and purchase-part policies; labor problems; capital control and transfer; and management control. Representative national mar-

kets from the several continental regions will be used for illustration. Particular emphasis will be given to large-scale foreign enterprises. *Prerequisite:* Course 160.

269. *MARKETING SEMINAR*. Second term. Credit three hours. Mr. Rathmell.

A consideration of important current problems in the field of marketing together with an appraisal of their economic and social significance. In addition to research in particular areas of interest, students are required to evaluate the contributions of various writers to marketing literature. Special attention is given to current developments in marketing theory. Oral and written reports constitute an integral part of the course. *Prerequisite:* Courses 160 and 262.

PERSONNEL AND HUMAN RELATIONS

101. *PERSONNEL MANAGEMENT*. First and second terms. Credit three hours for one term only. Mr. Brooks.

A basic graduate course covering the principal personnel functions, the organization for personnel administration, and the relationship of personnel to other administrative functions. Industrial personnel problems are emphasized, though some attention is given to personnel problems in governmental and other types of administration.

Note: First-term course given primarily for second-year students; second-term course given primarily for first-year students.

202. *HUMAN RELATIONS IN ADMINISTRATION*. First term. Credit three hours. Mr. Van Riper.

Administrative activity in a number of environments in terms of the human relationships involved. Human-relations aspects of problems stemming from individual differences, social and cultural differences, resistance to change, worker participation in administration, supervision and leadership, discipline, communications, controls, incentive systems, and organization are studied. Some attention is also paid to human-relations research and its meaning for modern management in both industry and government. Case materials are extensively utilized. *Prerequisite:* Course 100.

203. *SEMINAR IN PUBLIC PERSONNEL ADMINISTRATION*. Second term. Credit three hours. Mr. Flash.

Organization and operation of public personnel systems in the United States, including the essentials of personnel policy and a systematic consideration of techniques of employment, training, classification, compensation, and employee relations; employee organizations. *Prerequisite:* Course 100 or permission of the instructor.

255. *SEMINAR IN BUSINESS AND INDUSTRIAL PERSONNEL*. First term. Credit three hours. Mr. Brooks.

For the advanced study of selected areas of personnel administration. Individual and group research projects are emphasized. In addition, readings, case studies, and discussions with guest speakers are utilized. *Prerequisite:* Courses 100 and 101 or equivalent.

COLLECTIVE BARGAINING (ILR 500). First and second terms. Credit three hours for one term only. Mrs. McKelvey.

A comprehensive study of collective bargaining with special emphasis given to legislation pertinent to collective-bargaining activities as well as to the techniques and procedures of bargaining and to the important substantive issues that come up in negotiation and administration of the collective agreement. Attention is also given to problems of handling and settling industrial controversy.

(The above course listings, with one exception, include only the personnel courses offered by members of the Faculty of this School. For additional listings of personnel

or related courses, many of which are open to and appropriate for students of this School, see especially the offerings of the School of Industrial and Labor Relations as well as appropriate courses in the Departments of Economics, Psychology, and Sociology and Anthropology in the College of Arts and Sciences and in the School of Education.)

PRODUCTION

170. *ELEMENTS OF PRODUCTION—I*. First term. Credit three hours. Mr. Gilmore.

The importance of basing administrative decisions in the production area on a knowledge of operating problems and difficulties is stressed. The basic techniques and concepts encountered in managing the production phase of business are introduced, such as interpreting product design specifications, planning production processes, choosing between process alternatives, organizing the work place, and determining production standards as a basis for effective control of production operations in terms of quality, cost, and quantity.

171. *ELEMENTS OF PRODUCTION—II*. Second term. Credit three hours. Mr. Gilmore.

The purposes are to help the student develop a useful approach to the handling of production management problems and to explore such production management functions as process analysis and organization, the control of production operations, incentive wages and wage administration. Attention is focused on decision-making within this broad framework. *Prerequisite*: Course 170 or equivalent.

270. *FACTORY MANAGEMENT*. First term. Credit three hours. Mr. Gilmore.

Factory management problems in a variety of industrial situations. Case problems have been drawn from such areas as cost reduction, inspection, plant layout, production planning and control, supervision and management. Situations calling for decisions at levels ranging from the foreman to the vice-president in charge of manufacturing are considered. Emphasis is placed on operating rather than policy issues. *Prerequisite*: Course 171 or equivalent.

271. *MANUFACTURING POLICY DETERMINATION*. Second term. Credit three hours. Mr. Gilmore.

The importance of basing manufacturing policy decisions on an understanding of the operating characteristics of the company as a whole and the economic and technological characteristics of the industry is stressed. To this end, manufacturing processes and industry statistical data are studied as a basis for consideration of manufacturing-policy case problems in such industries as steel, textiles, petroleum, plastics, electronics, and furniture. *Prerequisite*: Course 171 or equivalent.

272. *MANUFACTURING ANALYSIS*. Second term. Credit three hours. Mr. Gilmore.

An intensive analysis of a limited number of current, live, unsolved manufacturing problems in which executives of the companies from which the problems are drawn actively participate. Emphasis is placed on the development of questions as a basis for assembling the data necessary for adequate analysis. This course provides an opportunity for decision-making in depth. *Prerequisite*: Courses 170 and 171 or equivalent, or consent of the instructor.

275. *PROCUREMENT*. First term. Credit three hours. Mr. Gilmore.

A study of industrial purchasing organization and practices and governmental relationships thereto. Topics include quality determination, inventory control, source selection, competitive bidding, pricing policies, forward buying, make or buy decisions, plant acquisition and replacement, and the use of procurement budgets. Cases are used with emphasis being placed upon situational analysis and application of basic procurement principles.

PUBLIC MANAGEMENT

201. *SEMINAR IN PUBLIC ADMINISTRATION*. First term. Credit three hours. Mr. Van Riper.

The purpose is to develop an understanding of and point of view toward some of the major problems of the public administrator. Topics considered may vary from year to year, depending upon the needs and interests of the students, and may involve such problems as loyalty and security, codes of ethics for public servants, centralization and decentralization, reorganization, intergovernmental relations, trends in administrative theory, legislative-executive relationships, state-local relations, etc. *Prerequisite*: Course 100 or consent of the instructor.

204. *THE GOVERNMENTAL PROCESS*. First term. Credit three hours. Mr. Van Riper.

An analysis of American government from the standpoint of the administrator who must concern himself with politics on behalf of his organization or company. Emphasis is placed on pressure groups, the political process underlying governmental action, the basic organizational structure of government at various levels, and the problem of political power.

205. *STATE ADMINISTRATION*. Second term. Credit three hours. Mr. Burton.

Critical analysis of American state administration with principal reference to the conduct of central management functions and the problems associated with the performance of the major state administrative activities such as public welfare, hospital administration, public works programs, prison management, etc. *Prerequisite*: Course 100.

207. *INTERNATIONAL ADMINISTRATION AND FOREIGN OPERATIONS*. Second term. Credit three hours. Mr. Presthus.

An analysis of the organization and procedures of agencies of the U.S. government, the United Nations, and selected *ad hoc* international bodies. The seminar is intended primarily for students electing the international and foreign operations option and for those whose work will bring them into contact with agencies having international responsibilities. *Prerequisite*: Course 100.

208. *COMPARATIVE PUBLIC ADMINISTRATION*. Second term. Credit three hours. Mr. Presthus.

An analysis of the administrative process in selected foreign and American governments. Attention will be given to the differences between Western and Eastern cultures and the impact of these upon administration. *Prerequisite*: Course 100 and some work in comparative government, comparative law, or comparative economic organization.

218-219. *MUNICIPAL ADMINISTRATION*. Throughout the year. Credit three hours a term. Mr. Hillhouse.

An analysis of the administrative processes in American municipal government with emphasis upon applications in both large and small cities. Includes general background material but also places heavy reliance upon problems and case materials. *Prerequisite*: Course 100.

221. *SEMINAR IN FEDERAL ADMINISTRATION*. First term. Credit three hours. Mr. Presthus.

Analysis of major administrative problems of the national government, including the administrative role of the President; reorganization; the civil service and personnel management; regulatory administration; and the emergence of the administrative state. *Prerequisite*: Course 100.

235. *SEMINAR IN MILITARY MANAGEMENT AND CIVIL-MILITARY RELATIONS*. Second term. Credit three hours. Mr. Van Riper.

Designed to acquaint the student with certain of the principal types of military administrative and managerial problems, particularly those which have the most effect upon private industry and the civilian governmental establishment. Subject matter varies from year to year but may include such subjects as program planning, procurement and supply, manpower utilization, organization of the military departments, line-staff relationships, civilian control of the military establishment, etc. *Prerequisite:* Course 100 and consent of the instructor.

PROBLEMS IN PUBLIC ADMINISTRATION (Agr. Econ. 236). First term. Credit three hours. Mr. Lutz.

Attention is given to a number of problems in public administration, with special reference to New York, including state and local planning, personnel administration, financial administration, and administrative organization.

SPECIAL STUDIES AND RESEARCH

010. DIRECTED READING AND RESEARCH. Either term. Credit hours adjusted to the work load. Supervision of selected staff member.

Individualized reading, research, and reports in fields of special interest in either business or public administration. Registration is permitted second-year students only on approval of the student's adviser, the Faculty member involved, and the Dean.

020. INFORMATION SOURCES IN ADMINISTRATION. First and second terms. Credit two hours for one term only. Mr. Wasserman.

An introduction to the wide range of published and nonpublished sources of management information, with the emphasis upon an appraisal of key publications and bibliographical tools. Training is offered in the methods and techniques of locating factual, authoritative data on the administrative process and the specialized subject fields, and means are suggested for interpreting and applying the information toward the solution of specific problems.

021. RESEARCH IN BUSINESS AND PUBLIC ADMINISTRATION. Second term. Credit two hours. Mr. Wasserman.

The objective is to provide a survey of research techniques, requisite bibliographic sources, and practice in the methods of presenting individual research findings. Attention will be directed, insofar as possible, upon specific areas of interest and potential research goals of the individual student. *Prerequisite:* Course 020, or permission of the instructor.

METHODS OF RESEARCH IN THE BEHAVIORAL SCIENCES (Soc. 201). Fall term. Credit three hours. Mr. Suchman.

An introductory overview of the main methodological issues entailed in the planning and execution of empirical research in the social sciences or in the critical evaluation of research reported in the literature. The emphasis will be on the level of research design and strategy rather than research techniques or tactics. Open to upperclassmen and graduate students.

INTRODUCTION TO THE PHILOSOPHY OF SOCIAL SCIENCE (Phil. 328). Second term. Credit three hours. Mr. Black. To be given in 1957-1958.

Critical analysis of scientific methods as applied to the social sciences. Study of such topics as causality, theory making, concept formation, hypothesis, and measurement. Application of these concepts to concrete materials drawn from social science research. Open to upperclassmen and graduate students.

(There is a wide range of both generalized and specialized work in research methods, techniques, and concepts available throughout the University. Offerings vary from special courses in the scientific method and research techniques of the social sciences

in general to special work in methods of research in particular problems, functions, and institutions.)

STATISTICS AND MATHEMATICS

ECONOMIC AND SOCIAL STATISTICS (ILR 510). First and second terms. Credit three hours either term.

A nonmathematical course for graduate students in the social studies without previous training in statistical method. Emphasis will be placed on discussion of technical aspects of statistical analysis and on initiative in selecting and applying statistical methods to research problems. The subjects ordinarily covered will include analysis of frequency distribution, time series (including index numbers), regression and correlation analysis, and selected topics from the area of statistical inference.

ECONOMIC STATISTICS (ILR 610). First term. Credit three hours.

The seminar will be devoted to the study of selected topics from economic statistics and applied econometrics.

MATHEMATICS FOR THE SOCIAL SCIENCES (Math. 151–152–153). 151: First term. Credit four hours. 152: Second term. Credit three hours. 153: First term. Credit three hours. Mr. Pollard. (Math. 153 is not given in 1956–1957.)

The mathematics sequence is designed to meet the needs of the growing number of graduate students in the social sciences who have had little mathematics but who wish to acquire a reasonable degree of “language proficiency” in the subject. Since the various social sciences (instead of the physical sciences, as in most mathematics courses), will be drawn upon for illustrations and problems, this sequence will also help to create an appreciation of the similarities and differences among the analytical problems of the several disciplines. *Prerequisites:* For Math. 151: Intermediate Algebra. Math. 152 requires the first course in the sequence, and Math. 153 requires the second course in the sequence.

TRANSPORTATION

180. **TRANSPORTATION**. First term. Credit three hours. Mr. Hutchins.

A study of American transportation from the points of view of carriers, shippers, and public authorities. The emphasis is on the economics and practices of rate making, especially of railroads. Among the most important topics covered are rates and the location of industry; national traffic flows; theory of rates; classification of freight; rate systems; commodity rate structures; new types of rates; rate divisions, rate bureaus, and other intercarrier relations; the development of regulation; the determination of the general level of rates; reasonableness of particular rates; the long and short haul clause. Lectures, cases, and discussions.

181. **TRANSPORTATION**. Second term. Credit three hours. Mr. Hutchins.

A continuation of Transportation 180. New construction and abandonment; new equipment; railroad operations and service; policy problems; railroad finance and its regulation; consolidation; motor carrier transportation, operations, and rate structures; tramp shipping, including charters and charter rates; ocean liner services, rates, and conferences; merchant marine policy; port and terminal facilities; some aspects of air transportation and air policy. *Prerequisite:* Transportation 180.

280. **TRANSPORTATION SEMINAR**. Second term. Credit three hours. Mr. Hutchins.

Study and individual research in selected problems in transportation. *Prerequisite:* Transportation 180–181, or consent of the instructor.

281. **INDUSTRIAL TRAFFIC MANAGEMENT**. Second term. Credit three hours.

A study of the problems involved in the management of traffic operations in industry. Among topics covered are the terms and meaning of documents, the responsi-

bilities of carriers, applicable freight charges, routing and misrouting of freight, loss and damage, delivery, delay and demurrage, terminal count, treatment of perishables, and storage rules and charges. Particular attention is given to commission and court decisions in such matters. *Prerequisites:* Courses 180 and 181.

282. *AIR TRANSPORTATION SEMINAR*. First term. Credit three hours. Mr. Wright.

A study of some of the special problems of air transportation. *Prerequisite:* Course 180.

NUMERICAL INDEX OF COURSES

<i>Designation</i>	<i>Title</i>	<i>Described under:</i>
BPA 010	Directed Reading & Research	Special Studies & Research
BPA 020	Information Sources in Administration	Special Studies & Research
BPA 021	Research in Business & Public Administration	Special Studies & Research
BPA 40S	The Corporation	Finance
BPA 100	Introduction to Administration	Administrative Process
BPA 101	Personnel Management	Personnel & Human Relations
BPA 110	Principles of Accounting	Accounting
BPA 111	Managerial Accounting	Accounting
BPA 112	Advanced Accounting	Accounting
BPA 113	Advanced Accounting	Accounting
BPA 120	Development of the American Economy & Business Enterprise	Economic & Business History
BPA 121	Recent Economic & Business Changes	Economic & Business History
BPA 130	Managerial Economics	Economics & Policy
Agr Ec 138	Taxation	Finance
BPA 140	Finance	Finance
BPA 150	Introduction to Business Law	Law
BPA 151	Law of Commercial Transactions	Law
Math 151-2-3	Mathematics for the Social Sciences	Statistics & Mathematics
BPA 160	Marketing	Marketing
BPA 170	Elements of Production—I	Production
BPA 171	Elements of Production—II	Production
BPA 180	Transportation	Transportation
BPA 181	Transportation	Transportation
BPA 200	Business Policy Formulation	Business Management
BPA 201	Seminar in Public Administration	Public Management
Soc 201	Methods of Research in the Behavioral Sciences	Special Studies & Research
BPA 202	Human Relations in Administration	Personnel & Human Relations
BPA 203	Seminar in Public Personnel Administration	Personnel & Human Relations
BPA 204	The Governmental Process	Public Management
BPA 205	State Administration	Public Management
BPA 207	International Administration and Foreign Operations	Public Management
BPA 208	Comparative Public Administration	Public Management
BPA 209	Small Business Management	Business Management
BPA 210	Cost Accounting	Accounting
BPA 212	Cost & Budgetary Control	Accounting
BPA 213	Accounting Theory	Accounting
BPA 214	Tax Accounting	Accounting
BPA 215	Financial Accounting	Accounting
BPA 216	Auditing Procedure	Accounting
BPA 217	Governmental Accounting	Accounting
BPA 218-19	Municipal Administration	Public Management
BPA 220	Public Utilities	Business Management
BPA 221	Seminar in Federal Administration	Public Management
BPA 222	Comparative Business Administration	Business Management
BPA 223	Advanced Business Management	Business Management
BPA 225	Management of Public Business Enterprises	Business Management
BPA 230	Business Policy & Economic Instability	Economics & Policy
BPA 231	Competitive Behavior & Public Policy	Economics & Policy
BPA 232	Private Enterprise & Public Policy	Economics & Policy
BPA 233	Management Surveys: Organization & Methods	Administrative Process
BPA 234	Administrative Application of High Speed Computers	Administrative Process

<i>Designation</i>	<i>Title</i>	<i>Described under:</i>
BPA 235	Seminar in Military Management & Civil-Military Relations	Public Management
Agr Ec 236	Problems in Public Administration	Public Management
Agr Ec 237	Administration of Public Agricultural Programs	Agricultural Management
Govt 237	The Administrative Process	Administrative Process
BPA 238	Seminar in Organizational Behavior	Administrative Process
BPA 239	Business Forecasting	Economics & Policy
BPA 240	Analysis of American Industries	Finance
Govt 241	Constitutional Law: The American Federal System	Law
Govt 242	Constitutional Law: Fundamental Rights & Immunities	Law
BPA 243	Financial Management	Finance
BPA 244	Investment Management	Finance
BPA 245	Governmental Fiscal Management	Finance
BPA 246	Financial Institutions & Capital Markets	Finance
BPA 247	Investment in Government Securities	Finance
BPA 250	Law of Business Associations	Law
BPA 255	Seminar in Business & Industrial Personnel	Personnel & Human Relations
BPA 261	Sales Management	Marketing
BPA 262	Marketing Research	Marketing
BPA 263	Retailing	Marketing
BPA 264	Advertising Management	Marketing
BPA 266	Foreign Marketing	Marketing
BPA 269	Marketing Seminar	Marketing
BPA 270	Factory Management	Production
BPA 271	Manufacturing Policy Determination	Production
BPA 272	Manufacturing Analysis	Production
BPA 275	Procurement	Production
BPA 280	Transportation Seminar	Transportation
BPA 281	Industrial Traffic Management	Transportation
BPA 282	Air Transportation Seminar	Transportation
BPA 285-6	Seminar in Management of Agricultural Industries	Agricultural Management
Soc 304	Bureaucratic Organizations	Administrative Process
Phil 328	Introduction to the Philosophy of Social Science	Special Studies and Research
Econ 402	Collective Bargaining	Personnel & Human Relations
ILR 500	Collective Bargaining	Personnel & Human Relations
Econ 502	Federal Public Finance	Finance
ILR 510	Economic & Social Statistics	Statistics & Mathematics
ILR 560	Personnel Administration	Personnel & Human Relations
ILR 610	Economic Statistics	Statistics & Mathematics
ILR 660-61	Seminar in Personnel Administration	Personnel & Human Relations
Law School	Administrative Law	Law
Law School	Constitutional Law	Law

THE STUDENT BODY*

AS THE student roster shown below indicates, the student body of the Graduate School of Business and Public Administration for 1956-1957 totals 266 men and women and represents widely diversified backgrounds.

The first-year class totals 122; 77 are Bachelor's degree holders from 51 American colleges and universities other than Cornell and from 12 foreign schools; 12 have received their bachelor degrees from Cornell and 32 are upperclassmen currently anticipating their degrees from Cornell. The second-year class, that is, those graduating in June 1957, totals 110, of whom 62 are Bachelor's degree holders from 41 American colleges and universities other than Cornell and from 6 foreign institutions, and 48 of whom have received their degrees from Cornell. In addition, there are 22 students who are on special programs, or, who, having returned to the School after military service, are neither first- nor second-year students but will graduate when their varying amounts of work are completed. Completing the total enrollment are 12 doctoral students, five of whom commenced their programs in September 1956.

*As of November 1, 1956.

CANDIDATES FOR THE DOCTOR OF PHILOSOPHY DEGREE

Baird, Robert Eugene, B.A., 1940, Wichita Univ.; M.B.A., 1941, Northwestern Univ.....	Wichita, Kans.
Basi, Raghbir Singh, B.A., 1952, B.S.W., 1953, Univ. of British Columbia; M.P.A., 1954, Harvard Univ.....	Ram Raj-Muzzaffar Nagar, U.P., India
Birkmayer, Harold Drumm, B.A., 1952, Cornell Univ.; M.B.A., 1956, Cornell Univ.....	Kinderhook, N.Y.
Cook, Kenneth Ellis, B.A., 1952, M.B.A., 1953, Cornell Univ.....	Great Neck, N.Y.
Cotter, Conrad Patrick, B.A., 1952, Univ. of California; M.P.A., 1955, Cornell Univ.....	Seattle, Wash.
Crawford, Robert Clement, A.B., 1953, Gettysburg College; M.P.A., 1955, Wayne Univ.....	Butler, Pa.
Flash, Edward Serrill, Jr., B.A., 1949, Cornell Univ.; M.P.A., 1950, Cornell Univ.....	Ithaca, N.Y.
Gobena, Elfaged, B.A., 1955, University College of Addis Ababa.....	Addis Ababa, Ethiopia
Lipetz, Ben-Ami, B.M.E., 1948, Cornell Univ. (on leave)	Columbus, O.
Patterson, James Milton, B.S., 1948, U.S. Merchant Marine Academy; M.B.A., 1954, Cornell Univ.....	Ithaca, N.Y.

- Ridgway, Valentine Fenton, B.S., 1948, Univ. of Missouri; M.S., 1950,
Univ. of Missouri.....Ithaca, N.Y.
Silander, Fred Sulo, B.S., 1949, Univ. of New Hampshire; M.A., 1952,
Univ. of New HampshireNewport, N.H.
Woolf, Donald Austin, B.S., 1952, Kansas State College (on leave).....Manhattan, Kans.
Youngblood, J. M. Kinney, B.A., 1929, Univ. of Arkansas; M.P.A., 1953,
Univ. of Southern California (on leave).....Chickasha, Okla.

CANDIDATES FOR THE MASTER'S DEGREE, 1957

- Abt, William Van Antwerp, B.A., 1952, Hobart.....White Plains, N.Y.
Anderson, Roland Ellis, B.C.E., 1953, Clarkson College of
Technology.....Hamden, Conn.
Appel, Wilbur Lewis, Jr., B.A., 1952, Miami Univ.Indianapolis, Ind.
Arneberg, Per Arnstein, Treider Commercial School.....Oslo, Norway
Arps, Edward Franklin, B.C.E., 1956, Cornell Univ.Manhasset, N.Y.
Avedikian, Charles, B.S., 1951, Univ. of Mass.Chelsea, Mass.
Aylward, Michael James, B.S., 1956, Cornell Univ.....Hemet, Calif.
Birnbaum, Ira Melvin, B.A., 1955, Cornell Univ.Brooklyn, N.Y.
Blomquist, Alfred Theodore, Jr., B.A., 1956, Cornell Univ.....Ithaca, N.Y.
Bulman, Richard Dean, B.S., 1956, Cornell Univ.Fairport, N.Y.
Burkley, James Hogan, B.A., 1955, Univ. of Rochester.....Blairsville, Pa.
Chai, Ki Kon, B.S., 1955, Grove City College.....Seoul, Korea
Coleberd, Robert Edward, Jr., B.A., 1953, William Jewell College.....Liberty, Mo.
Cooper, Samuel E. S., B.S., 1955, Cornell Univ.Monrovia, Liberia
Cowie, Robert Arthur, B.M.E., 1956, Cornell Univ.....Garden City, N.Y.
Crowe, Terence Watson, B.E., 1955, McGill Univ.....Montreal, Canada
Davidson, Howard Martin, B.A., 1955, Hobart College.....Rochester, N.Y.
Davidyan, Gail Kurt, B.S., 1953, Temple Univ.....Philadelphia, Pa.
DeLucia, Lawrence Alfred, B.S., 1956, Cornell Univ.....Bronx, N.Y.
Dennis, Gordon Richard, B.S., 1953, Cornell Univ.....Ithaca, N.Y.
Dietzen, David Frank, B.A., 1954, Cornell Univ.....Dunkirk, N.Y.
Dochtermann, Robert Harold, B.A., 1953, Cornell Univ.....Ho-Ho-Kus, N.Y.
Dresser, Donald, B.A., 1956, Cornell Univ.....Valhalla, N.Y.
Dryden, Myles Muir, B.S., 1955, London School of Economics...Kirkcaldy, Scotland
Ehret, Richard Alvin, B.A., 1952, Kenyon College.....Gowanda, N.Y.
Embree, Alan Coleman, B.S., 1956, Cornell Univ.....Holmdel, N.J.
Emmons, Albert Lee, B.A., 1953, Syracuse Univ.....Syracuse, N.Y.
Ephron, Michael, B.A., 1956, Cornell Univ.....Newark, N.J.
Findlay, David Beals, Jr., B.M.E., 1956, Cornell Univ.....New Canaan, Conn.
Fisher, Yvonne Richmond, B.A., 1955, Colby College.....Phillips, Me.
Fitzgerald, John Woodward, B.A., 1926, M.E., 1928, M.M.E., 1929, Ph.D.,
1949, Cornell Univ.....Ithaca, N.Y.
Fountain, Billy Vale, B.A., 1953, Houghton College.....Northville, N.Y.
Frank, Walter Joseph, Jr., B.S., 1955, Cornell Univ.....Bronx, N.Y.
Glantz, Eugene Edward, B.A., 1955, Brandeis Univ.....Hawley, Pa.
Gossard, Ralph Morrison, B.S., 1951, Univ. of Notre Dame.....Altoona, Pa.
Green, Robert Edward, B.A., 1956, Cornell Univ.....Yonkers, N.Y.
Gutz, Frederick Thomas, B.S., 1956, Cornell Univ.....Aurora, O.
Hallock, Peter, B.F.A., 1953, Cornell Univ.....Larchmont, N.Y.
Hardy, Robert Jessup, B.A., 1955, Rutgers Univ.....Hudson, N.Y.
Hird, Russell Malcolm, B.A., 1953, Bowdoin College.....Nutley, N.J.
Hoare, John Henry, Jr., B.A., 1956, Cornell Univ.....Watkins Glen, N.Y.

Honney, Thomas Francis, Jr., B.A., 1953, Univ. of Mass.	Northampton, Mass.
Hopkins, Richard Orne, B.A., 1956, Cornell Univ.	Buffalo, N.Y.
Hudson, Samuel Walter Grafflin, B.A., 1951, Haverford College.	Trumansburg, N.Y.
Ineson, John Fairfield, B.A., 1955, Wesleyan Univ.	Suffield, Conn.
Jeffreys, Robert Harvey, B.A., 1952, Cornell Univ.	Salem, Va.
Judd, Robert Allen, B.A., 1955, Oberlin College.	Painesville, O.
Kassing, David Burton, B.A., 1955, Beloit College.	Beloit, Wis.
Khaw, Kok Beng, B.S., 1955, Univ. of Colorado.	Penang, Malaya
Kleinhans, Richard Irwin, B.S., 1956, Cornell Univ.	Rochester, N.Y.
Kramer, Ronald Edmund, A.B., 1955, Brown Univ.	Newton, Mass.
LaCosta, Carlos E., B.A., 1955, Cornell Univ.	Santurce, Puerto Rico
Lai, Hsing-Liang, B.S., 1955, Univ. of Portland.	Formosa, Free China
Landew, George David, B.A., 1952, Cornell Univ.	Somerville, N.J.
Lare, James Howard, B.A., 1955, Occidental College.	Holtville, Calif.
Lavarnway, Henry George, Jr., B.A., 1956, Cornell Univ.	Rome, N.Y.
Lawrence, Richard Townsend, B.A., 1953, Tufts College.	Medford, Mass.
Leacacos, William John, B.A., 1953, Bowdoin College.	Trucksville, Pa.
Lee, William Bertrand, B.A., 1953, Kenyon College.	Levittown, N.Y.
Levenson, Albert Milton, B.S., 1951, Lowell Textile Institute.	Mattapan, Mass.
Lewis, Wilbur Albert, B.A., 1951, College of Wooster.	Cincinnati, O.
Lewis, William Carroll, Elec. Eng.-Bus. & Pub. Admin., Cornell Univ.	Ithaca, N.Y.
Ljungberg, David Eric, B.A., 1953, Dartmouth College.	Worcester, Mass.
MacMillan, Marsh Alexander, B.A., 1956, Cornell Univ.	Albany, N.Y.
Maples, Richard Lee, B.S., 1955, Harpur College.	Binghamton, N.Y.
Martin, Kenneth Alexander William, B.A., 1955, Middlebury College.	Santa Monica, Calif.
Mason, George Henry, B.A., 1955, Kenyon College.	Farmington, Conn.
Meyers, Mitchell Sidney, B.A., 1956, Cornell Univ.	Cincinnati, O.
Moore, Robert Joseph, B.A., 1951, Cornell Univ.	Ithaca, N.Y.
Nejame, Emile Anthony, B.A., Cornell Univ.	Binghamton, N.Y.
Oancea, Nick, B.A., 1953, Kenyon College.	Canton, O.
Page, Willard Harris, B.S., 1955, Univ. of Maryland.	Hubbard, O.
Paget, Richard Berkeley, B.A., 1952, Oxford Univ.	Sussex, England
Parker, Garth Rockwood, B.A., 1955, Haverford College.	Gladwyne, Pa.
Pedraza, Francisco, B.S., 1955, Cornell Univ.	Bogota, Colombia
Perskie, David Berger, B.A., 1956, Cornell Univ.	Forest Hills, N.Y.
Peta, Christopher Eustace, B.A., 1953, Hobart College.	New York, N.Y.
Peterman, Robert Bruce, B.S., 1948, Georgetown Univ.	Saint Tropez, France
Pipes, Myrna Jeanne, B.A., 1956, Cornell Univ.	Cleveland, O.
Pollak, Edward Barry, B.Ch.E., 1956, Cornell Univ.	Hollis, N.Y.
Porter, Arnold John, B.A., 1952, Syracuse Univ.	Winthrop, Mass.
Powell, Richard George, B.S., 1956, Cornell Univ.	Ithaca, N.Y.
Priedeman, John Samuel, B.C.E., 1956, Cornell Univ.	Asheville, N.C.
Pusch, Herbert Barringer, B.A., 1952, Cornell Univ.	South Bend, Ind.
Quinones, Salvador, Jr., B.S., 1955, Georgetown Univ.	Chevy Chase, Md.
Ramsgard, William Carl, B.S., 1956, Cornell Univ.	Syracuse, N.Y.
Rath, Dwight Osborn, B.S., 1956, Cornell Univ.	Rochester, N.Y.
Rose, Harry David, Jr., B.A., 1955, Muskingum College.	Akron, O.
Ryckaert, John Francis, B.A., 1955, Bowling Green State Univ.	Chicago, Ill.
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Deputy Attorney General of the United States, William B. Rogers, speaking before the B.&P.A. Student Association's seventh Annual Management Conference. This conference is the highlight of the Student Association's extracurricular program and has been held annually since 1949.



Springtime on Cayuga Lake, directly below the Cornell campus. Students, faculty, and townspeople man the banks and boats to watch the Cornell crew in competition. Water sports of all types provide a major source of recreation at Cornell.

